

Akademia Obrony Narodowej



**Zbiór kluczowych prezentacji
przedstawionych podczas
71. Posiedzenia Grupy Roboczej NATO
ds. Szkolenia Indywidualnego
i Rozwoju Edukacyjnego
(NATO Training Group Working Group
on Individual Training
and Education Developments – NTG WG IT&ED)**

Piotr Gawliczek

64707



AKADEMIA OBRONY NARODOWEJ



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Warszawa 2008

S/7238

**ZBIÓR KLUCZOWYCH PREZENTACJI PRZEDSTAWIONYCH PODCZAS
71. POSIEDZENIA GRUPY ROBOCZEJ NATO DS. SZKOLENIA
INDYWIDUALNEGO I ROZWOJU EDUKACYJNEGO
(NATO TRAINING GROUP WORKING GROUP ON INDIVIDUAL TRAINING AND EDU-
CATION DEVELOPMENTS – NTG WG IT & ED)**

Posiedzenia plenarne

1. Gunards ABOLS, „Trenować trenerów w państwach bałtyckich oraz w rejonie teatru działań: czy za sprawą ADL?” (*Train the trainers in the Baltic States and in the Theatre: a case for ADL development?*).
2. Thomas HAZARD, „Wybrane aspekty funkcjonowania Konsorcjum Partnerstwa dla Pokoju akademii wojskowych oraz instytucji studiów bezpieczeństwa” (*Update on the latest PfP Consortium of Defence Academies and Security Studies Institutes proceedings*)
3. Janis PIKENS, „Raport kraju-gospodarza” (*Host Nation Report*)
4. Atis KAPENIEKS, „Stan zaawansowania kształcenia na odległość w cywilnych uniwersytetach Łotwy oraz współpraca z siłami zbrojnymi” (*E-learning Development in Latvian Civil Universities and Cooperation with Armed Forces*)
5. Gokay SURSAL, „Implementacja programu kształcenia na odległość NATO” (*NATO Program Implementation*)
6. Dexter FLETCHER, „Związki kwestii kulturowych ze szkoleniem” (*Cross Cultural Issues and Training*)
7. Gokay SURSAL, „Portal dedykowany edukacji oraz szkoleniu w ramach NATO oraz państw partnerskich” (*NATO & Partner Education & Training Network – NPTEN*)
8. Timo STAUB, „Aktywność grupy roboczej ds. ADL konsorcjum Partnerstwa dla Pokoju” (*PfP Consortium ADL WG Status Report*)
9. Joseph CAMACHO, „Wiedza dostępna w Internecie” (*Joint Knowledge Online - JKO*)

Posiedzenia podgrupy ds. kształcenia na odległość

10. Ion ROCEANU „Oprogramowanie otwartych aplikacji wykorzystywane w kursach internetowych w Rumunii” (*Open source streaming software used to sustain the on-line course capabilities in Romania*)
11. Alexandra TOEDT, „Stan zaawansowania projektu kursu kształcenia na odległość, dotyczącego zagadnień zagrożenia minowego” (*Training and Education in Peace Support Operations - TEPSO. Module 23 Mine Awareness*).
12. Timo STAUB, „Ponowne wykorzystanie zawartości merytorycznej ADL” (*Re-use of ADL content*)
13. Helge FROSIG-JORGENSEN, „Współpraca w edukacji na odległość” (*Collaboration in distance education – ADL*)
14. Geir ISAKSON, „Sprawozdanie z norweskiej konferencji na temat ADL” (*Report from Norwegian ADL Conference*)
15. Rolf THIELMAN, „Nowoczesne technologie szkoleniowe – droga ku przyszłości” (*Modern Training Technologies – the Way ahead*),
16. Piotr GAWLICZEK, „Implementacja Procesu Bolońskiego oraz zasad kształcenia na odległość w AON”, (*National Defence University Warsaw. Towards Bologna Process and ADL*)
17. Aleksander SKRZYPEK, „Czy nie przeciążamy edukacyjnie oficerów?” (*Do we overeducate officers?*)
18. Dave KITCHEN, „Kształcenie na odległość w warunkach transformacji technicznej SZ Kanady” (*ADL links to Canadian IT&E transformation*)
19. Shuan SUTCLIFFE, „Wspieranie językowe w operacjach” (*Language Support to Operations*)
20. Shuan SUTCLIFFE, „Wykorzystanie gry komputerowej w wojskowym szkoleniu podstawowym” (*Use of Battlefield 2 in Basic Military Training*)

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Train the trainers in the Baltic States and in Theatre: a case for ADL development?



BGen Gundars Abols (LAT A)
Commandant BALTDEFCOL
Presentation to the ADL Co-Lab
26-27 May 2008 - Jurmala, Latvia

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- President Ilves' visit 12 May 2008
- BALTDEFCOL and ADL Development
- Challenges of Deployment Training

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BALTDEFCOL: A *FORWARD* THINKING INSTITUTION

- Founded Feb. 1999, in operation in Aug. 1999
- 14 nations, 40 officers, 10 civilian academics
- 4 faculties, 4 courses (and more)
- Some 80 students from Baltic, NATO, EU and PfP countries at any given time.
- Tactical-Operational Level
- Nascent ADL Capability

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A *FORWARD* THINKING INSTITUTION WITH CONTINUING CHALLENGES

- Course creation intensive
- Lots of subject matter expertise
- In-house technical facilities and aids to learning
- But... absence of professional instructional design
- Effective course design essential in ensuring proper officer preparation and confidence in product
- True of onsite and online course creation... *How do we know that the students know?*

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BALTDEFCOL: INDIRECT CONTRIBUTOR TO NATO MISSION SUCCESS

- BALTDEFCOL's challenges are also true in theatre (Afghanistan)
- Augmentee training → Training or not? In theatre or not?
- Composite HQ training → National or NATO standards?

WHO DECIDES?

- How much training?*
- What level?*

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VETERANS: EXPERIENCED WARRIORS, BUT TRAINERS?

- Need for professional educators in deployment training
 - Specialists of education are essential to;
 - Determine whether training is needed or not
 - At what level
 - In what conditions
- *If mobile Education and Training Teams cannot deploy...*
- *Role of ADL in theatre?*

QUESTIONS?



Thank you for your attention!

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Partnership for Peace Consortium

of Defense Academies and Security Studies Institutes

NATO Training Group – IT&ED

Jurmala, Latvia

26-30 May 2008



Education Development Working Group



Agenda

PfP Consortium of Defense Academies and Security Studies Institutes

EDWG Framework

Teams

- Educators Workshop**
- Curriculum Development**
- Country Visits and Surveys**



EDWG Working Framework

PfP Consortium of Defense Academies and Security Studies Institutes

- Context
 - PfP Consortium Mission and Goals
 - EDWG Mission and Goals - tied to Education for Reform
 - Team Collaboration - Matrix
- Initial Tasks for FY08
 - Reference Curriculum (DIB)
 - Educators Workshop (PAP-DIB)
 - Kazakhstan Country Visit
- Proposed Objectives and Milestones
 - Own NATO IPAP Learning & Teaching Objectives
 - Own OSD Defense Education Reform Priority



PfP Mission and Goals

PfP Consortium of Defense Academies and Security Studies Institutes

The Partnership for Peace (PfP) Consortium of Defense Academies and Security Studies Institutes is an **international organization dedicated to strengthening defense and military education and research through enhanced institutional and national cooperation**. The activities of The Consortium's study groups and working groups form the core of the Consortium's activities.



EDWG Mission and Goals

PJP Consortium of Defense Academies and Security Studies Institutes

The EDWG will

- Create a co-operative network in security education dedicated to the development, accreditation, validation and distribution of quality curricula in defense management and security policy
- Promote excellence in curriculum/course development in the Defense Institution Building (DIB) content areas
- Foster civil-military relations, dialogue and understanding in the EAPC area.
- Support NATO Education for Reform initiatives
- Provide assistance to IPAP requests related to faculty development and better understanding of new teaching and learning methodologies



Concept of Operations

PJP Consortium of Defense Academies and Security Studies Institutes

- Collaborative team structure
- Leadership by action and example
- National initiatives encouraged
- Coordination by Chair/ Co-chair/Task and Team Leaders
- Ratification by EDWG principals (Chairs, Task and Team Leads)
- Focused Tasks and Action Items



Team Structure

PJP Consortium of Defense Academies and Security Studies Institutes

- Chair: Tom Hazard US NPS PTC
- Co-chair: Jim Barrett Canada CDA
- Educators Team
 - Ms. Ali Rodgers (US)
- Curriculum Team
 - Dr. David Emelifeonwu (Canada)
- Team 3 Task 3
 - Lead TBD



Tasks and Collaboration

PJP Consortium of Defense Academies and Security Studies Institutes

- Educators Team
 - Annual Educators Workshop
 - Collaboration with Team 2 on DIB
 - Participation on Country Team Visits
 - IPAP Support (Faculty/Methodologies)
- Curriculum Team
 - PAP-DIB Writing Group
 - Reference Curriculum
 - Collaboration with Team 1 on DIB
 - Participation on Country Team Visits



PAP-DIB Reference Content

PFP Consortium of Defense Academies and Security Studies Institutes

- Good Governance – *Constitution; rule of law; roles and interactions of the three branches of government; governmental structure and checks and balances; democratic control of the armed forces; legislative and judicial oversight of the defense sector; balancing security risks with capabilities and resources; national security strategy; public access to information.*
- Public Administration – *Legal and operational roles and responsibilities of key state ministries, in particular Defense, Foreign Affairs and Finance; inter-agency coordination on security affairs; procedures to promote civilian participation in the defense sector; transparent budget allocation process; accountability in the public sector; socio-economic consequences of defense restructuring.*
- Defense Management and Economics – *Planning, programming and budgeting within the MOD; resource allocation procedures; cooperation among civilian and military officials; defense procurement standards; transparency in compliance with international norms and practices; export controls; personnel structures and practices, to include promotion, career development and protections of the civil rights of members of the armed forces.*
- Ethics and Leadership – *Ethical dimension of public service; responsibility and accountability; ethics and the use of military force; military values and societal values; leaders' responsibilities for their own ethical behavior; and that of those who work for them; core values and standards of conduct; stewardship*



Tasks and Collaboration

PFP Consortium of Defense Academies and Security Studies Institutes

- **Country Visit Team**
 - Balance NATO and US Priority Countries
 - Collaboration with Team 1 and 2
 - Focus on the IPAP Objectives
 - IPAP Support (Faculty/Methodologies)
 - Defense Education Enhancement Program (DEEP) Roadmap

Teams align and harmonize these activities for coherence, consistency and economy



DEEP

PFP Consortium of Defense Academies and Security Studies Institutes

- Partner Country Institution
- IPAP review
- Survey Team Visit
- Requests/Recommendations/Report
- Roadmap development
- Events/Providers identified (Clearinghouse)
- Follow-up Visit
- 3 years of planned/focused events

National Armed Forces



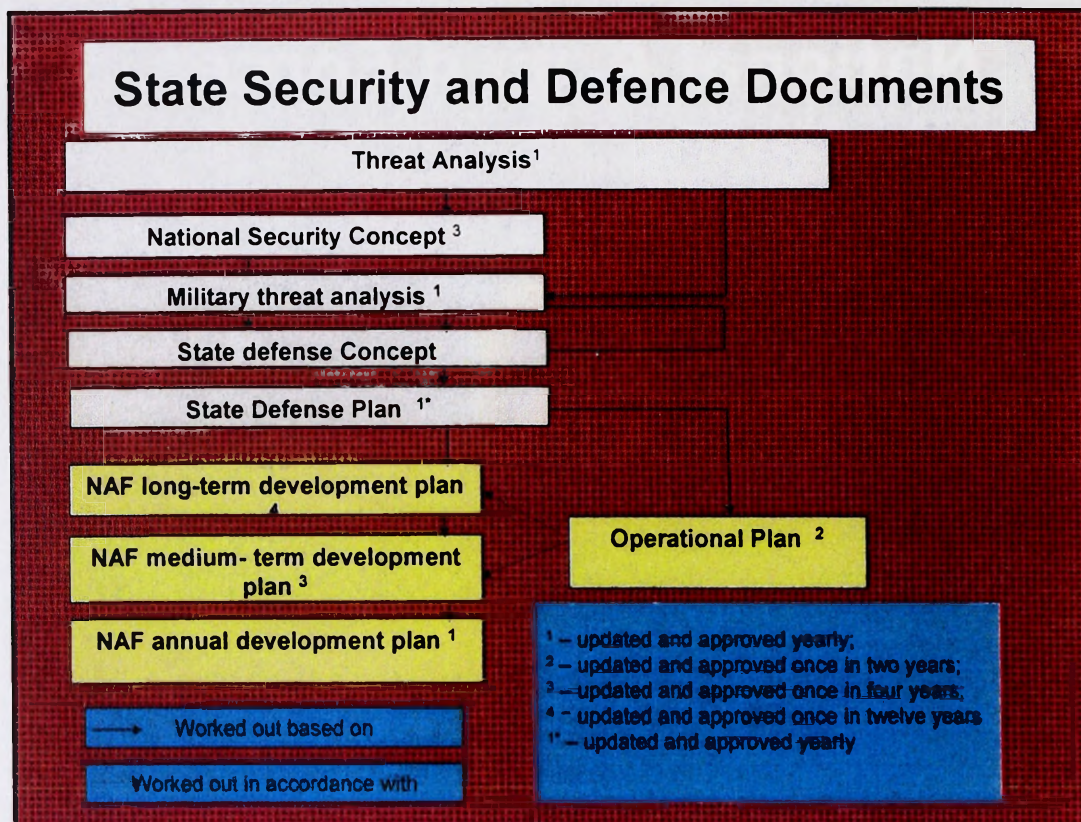
TASKS – STRUCTURE -
DEVELOPMENT



AGENDA

1. NAF main tasks
2. NAF development priorities
3. NAF structure
4. NAF budget
5. Personnel and professionalization
6. Modernization projects
7. Participation in international operations
8. Challenges

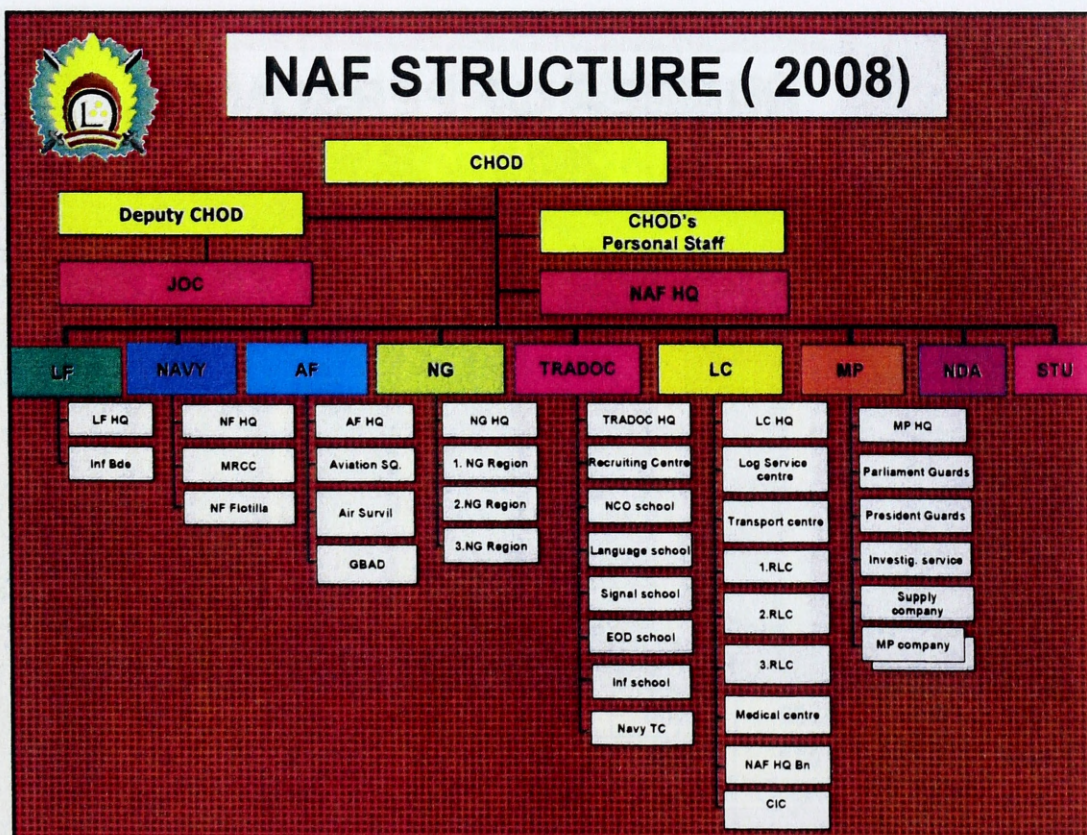
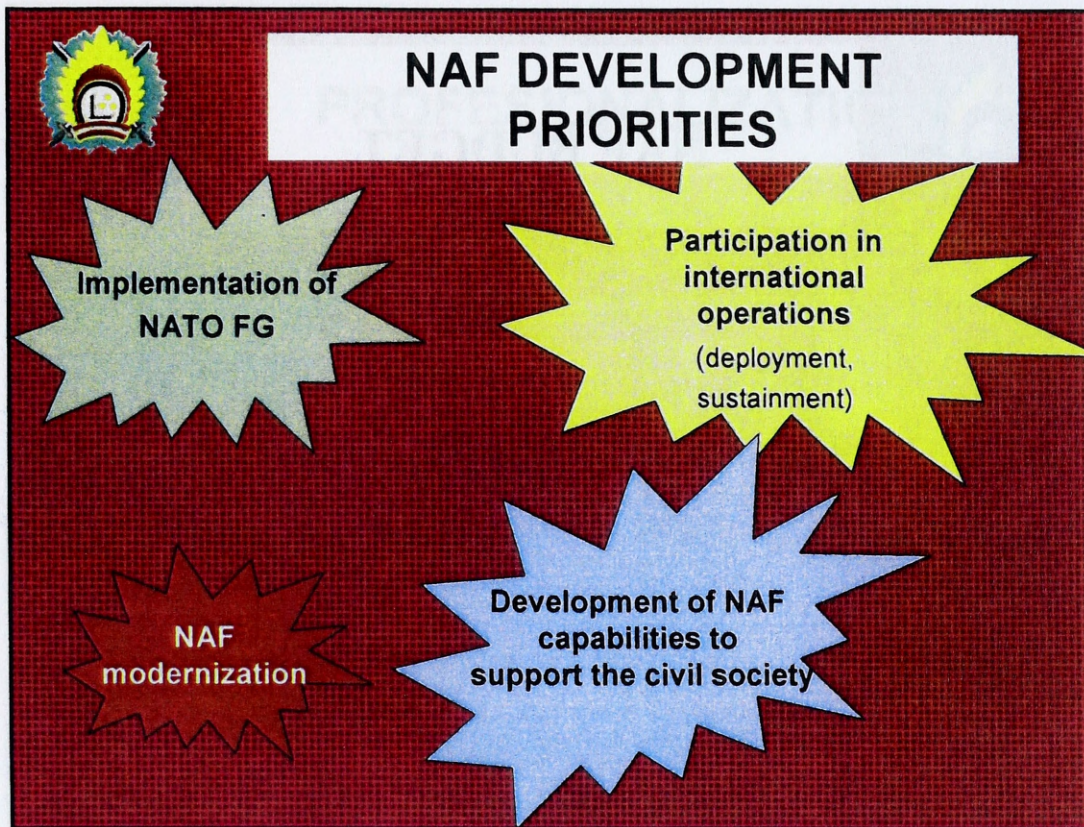
State Security and Defence Documents



MAIN TASKS

Perform the tasks specified in NAF Law in Latvia and abroad in order to ensure implementation of NATO integration tasks:

- to ensure the **inviolability** of the land territory, the water aquatorium and the airspace of the State;
- to participate in international military operations
- to ensure the **training** of personnel and the military service reserve
- to participate in the **prevention** of situations that constitute a threat to the State.





PROFESIONALIZATION



BENEFITS OF PROFESIONALIZATION

- higher operational capacity for participation in international operations
- higher combat readiness
- higher motivation of personnel
- more effective management of personnel
- the opportunity to develop small but effective reserves
- opportunities to use and maintain complicated weapon systems
- increase of the lifetime of arms and equipment



WAY AHEAD

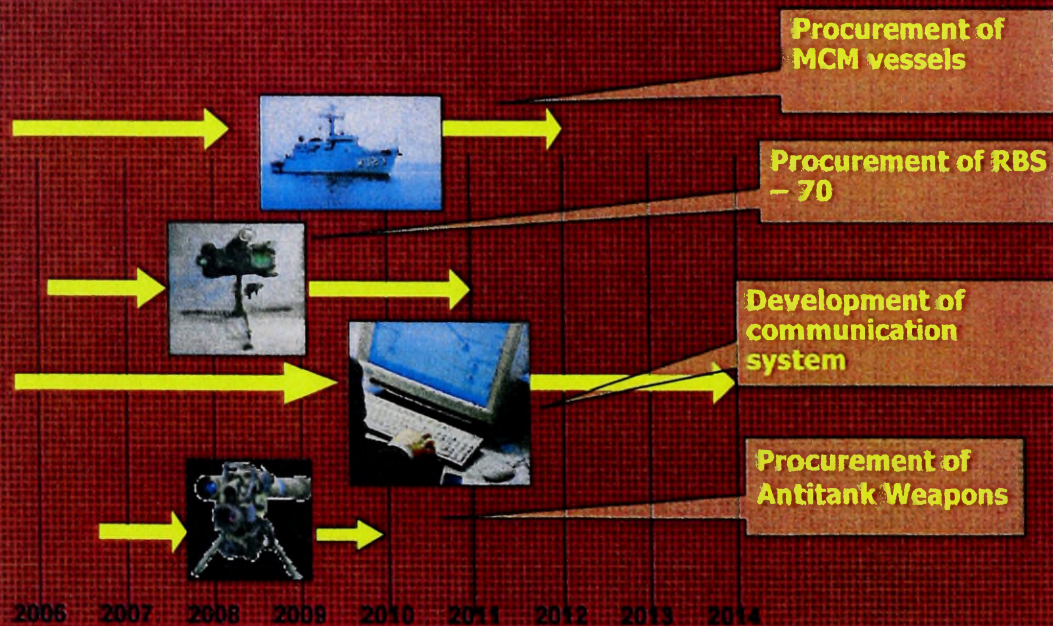
Continue develop social guarantees programm

Improve selection and recruitment system

LNAF structure & personnel optimization

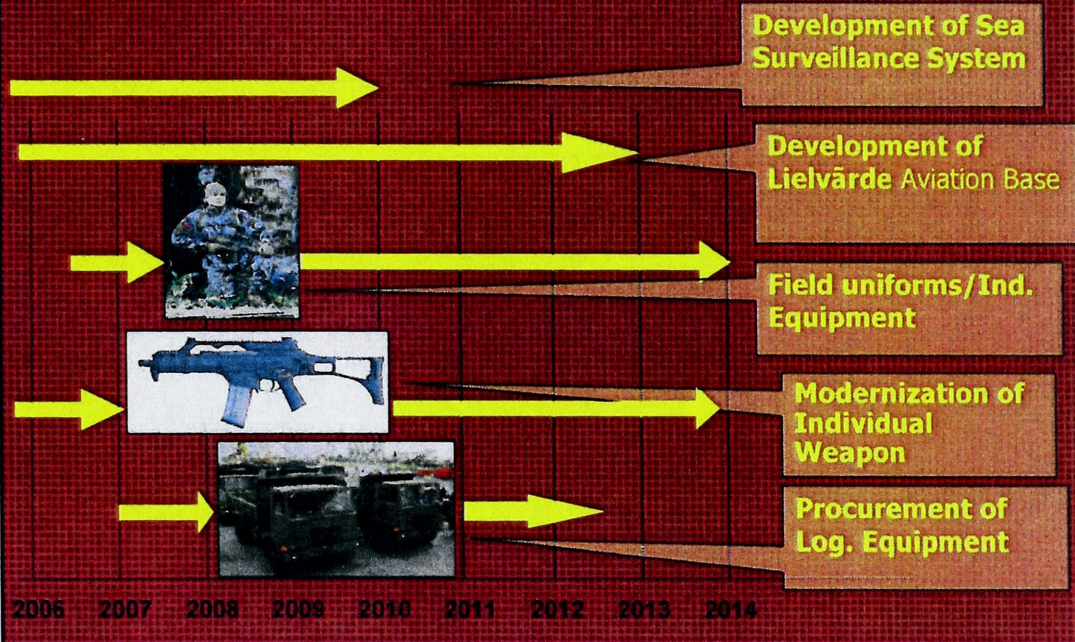


ONGOING MODERNIZATION PROJECTS

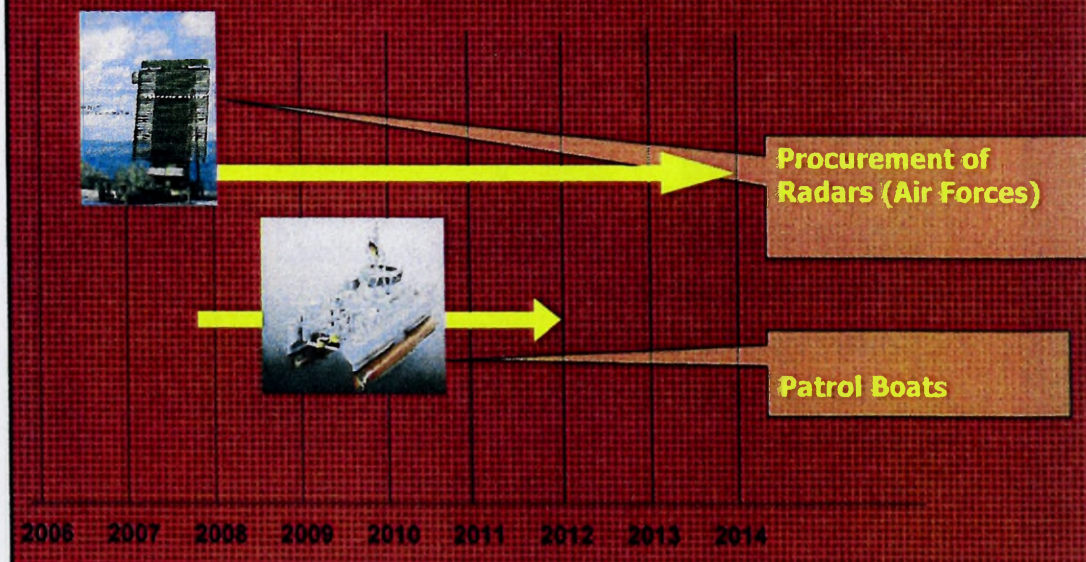




ONGOING MODERNIZATION PROJECTS



ONGOING MODERNIZATION PROJECTS





FUTURE MODERNIZATION PROJECTS

Procurement of APC



IMPLEMENTATION OF NATO FG

Latvia has received 40 FP. Main accepted FP:

- Motorized Infantry Battalion group
- SOF TG
- MCM capability
- Standing Naval Force
- NATINADS
- Rejected capabilities:
 - Role 2 Light Manoeuvre Medical Treatment
 - Cargo truck Coy
 - MP Bn HQ
 - Survivability and Naval Force Protection

Latvian participation in international operations



LATVIAN PERSONNEL IN MISSIONS 1996-2008

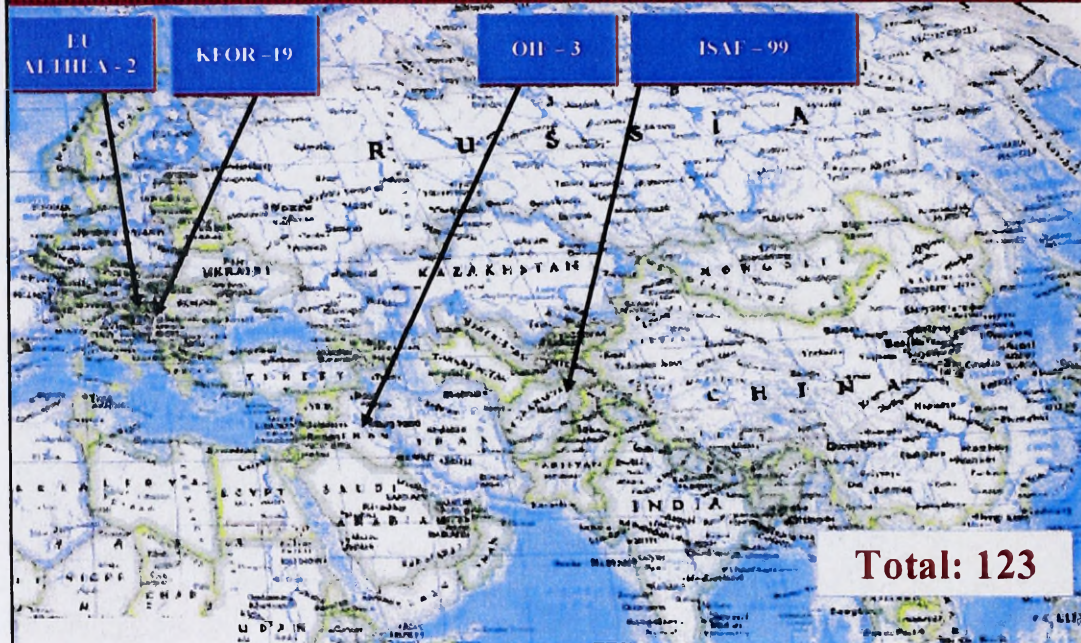


- IFOR/SFOR (Bosnia-Herzegovina)
- KFOR (Kosovo)
- OIF (Iraq)
- OSCE (Kosovo/Macedonia/Georgia)
- AFOR (Albania)
- ISAF (Afghanistan)
- EUFOR (Macedonia)
- EU Althea (Bosnia-Herzegovina)

Total: 2569

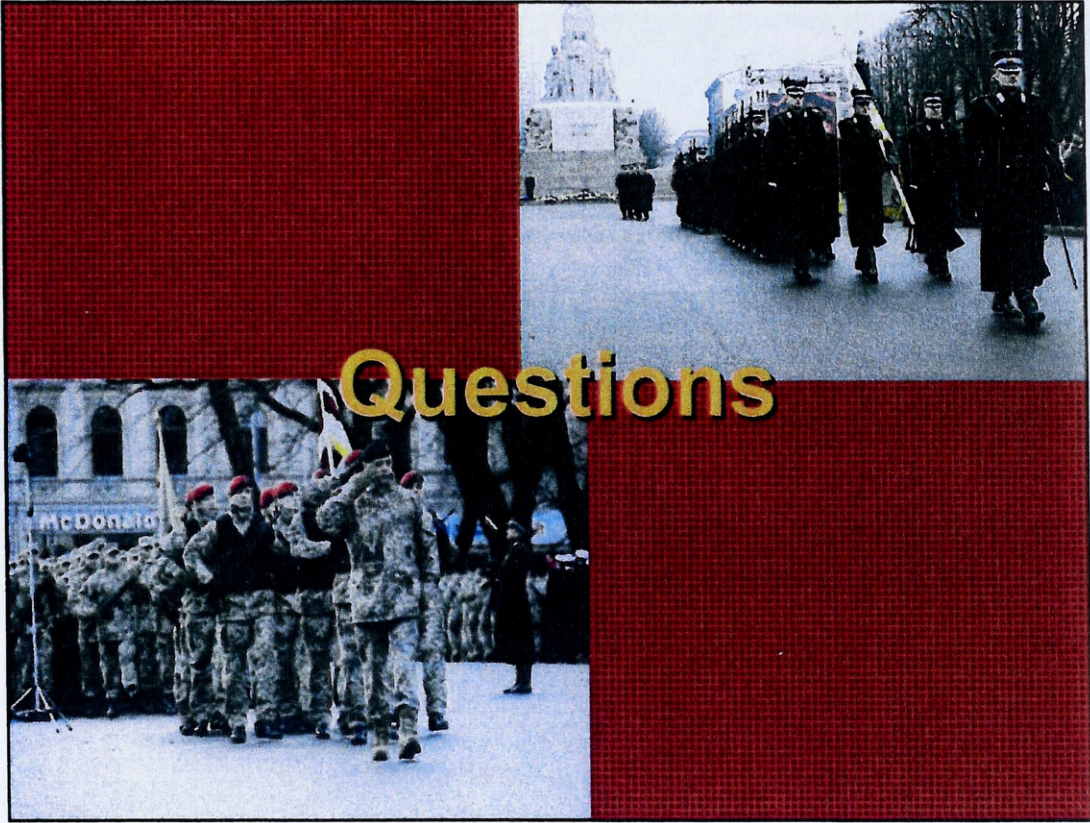


CURRENT SITUATION



CHALLENGES

- Personnel
 - Recruitment
- Combat readiness
 - Achievement of Operational requirements/ Training
 - Implementation of modernization projects on time
- Legislation and Long-term Financial Plans (2% GDP)
- Implementation of FG requirements in stated time frame
- Preparation and participation in international operations
- Air Policing



eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

Riga, 27th of May 2008

Dr. Atis Kapenieks



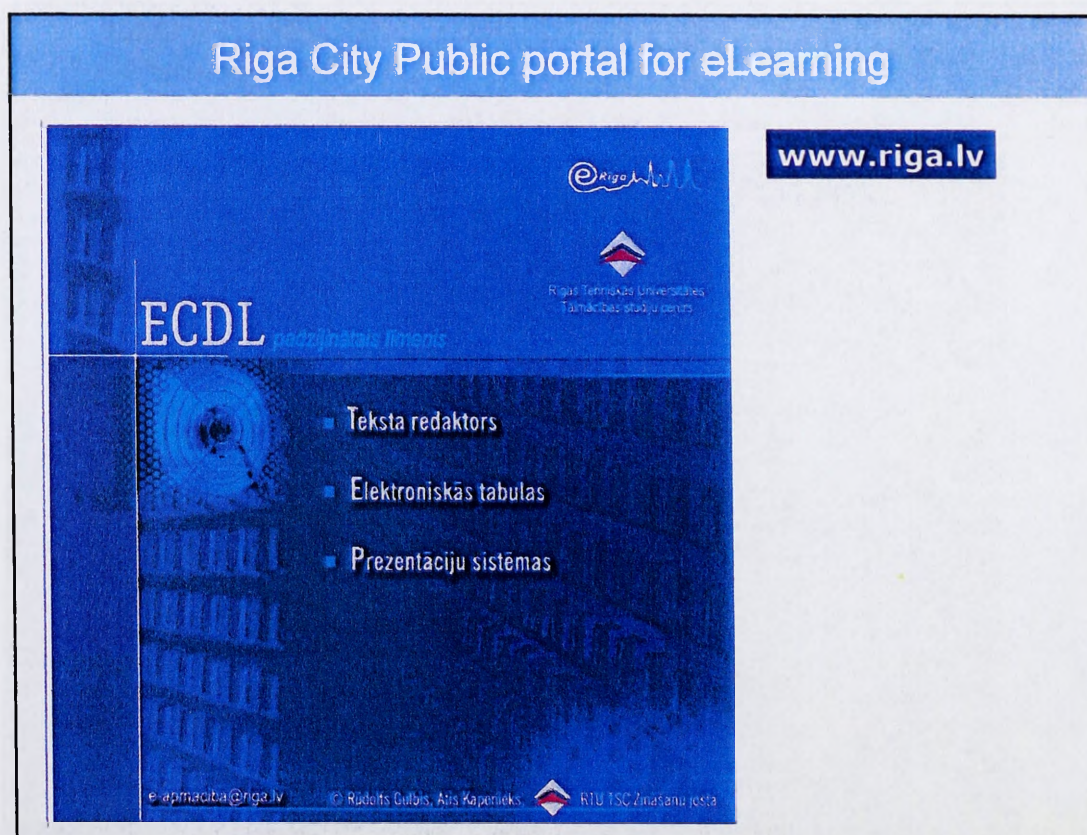
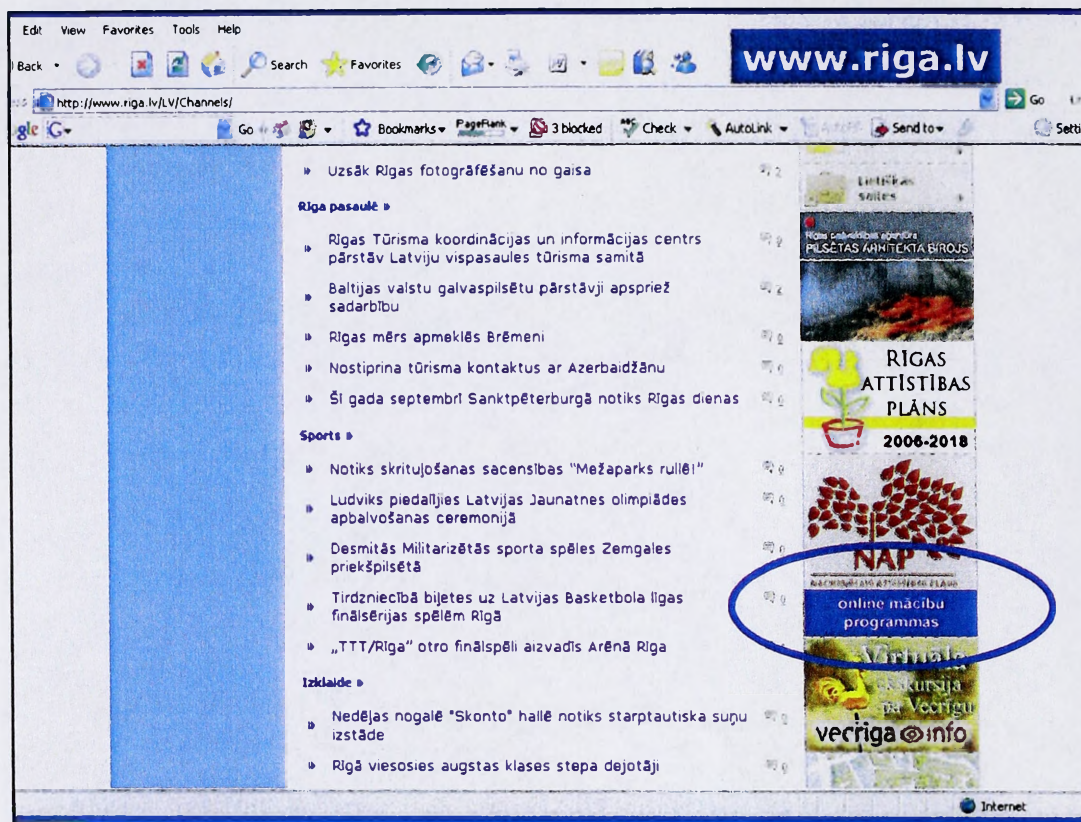
Riga Technical University
E-mail: desc@rsf.rtu.lv

2008. Jurmaļa, May 2008

- ECDL-Riga Course modules on the Riga City Council main portal www.riga.lv
- six regional development projects with a strong human resource development component in the Latvian Livani region
- tLearning in Latvia
- mLearning in Latvia
- Educational eGames

- eLearning innovators in six Latvian universities design 30 new project proposals in 2005
- Set of eLearning – tLearning – mLearning for Life Long Learning of tomorrow
- ePortfolio and Multimedia for Life Long Learning in Armed Forces

The screenshot shows the website www.riga.lv in a browser window. The page title is "Laipni lūdzam Rīgas pašvaldības portālā" (Welcome to the Riga Municipality Portal). The main content area features a news article titled "Jūnija sākumā stāties spēkā saistošie noteikumi par jauniešiem stāvētņu tarifiem" (From the beginning of June, binding regulations on parking fees for young people will come into effect). The article text states that on February 20, 2005, the Riga City Council adopted amendments to the regulations on parking fees for young people, which will be effective from June 1, 2005. The article also mentions that the regulations will be submitted to the Regional Development Council (RAPLM) for approval. A sidebar on the left contains a navigation menu with items like "Par Rīgu", "Rīgas šodien", "Pašvaldības pakalpojumi", "Rīgas pašvaldība", "Tūrisma informācija", "Ziņas", "Forums", "Notikumu kalendārs", "Šodien domē", "Tālrunu katalogs", "Deputātu katalogs", "Budžets", and "Pašvaldības ierēdņu pārvalde". A calendar for May 2007 is visible on the right side of the page, with the 27th highlighted. The browser's address bar shows the URL <http://www.riga.lv/LV/Channels/>.



Riga City Public portal for eLearning

Teksta redaktors

© Rūdolfs Gulbis, Ais Kapenieks

RTU TSC Zināšanu josta



e-apmaiņa@rīga.lv

www.riga.lv

Teksta redaktors 1.daja

1. Indeksi, svītrojumi un efekti tekstā
2. Retinājumi, attālum starp rindām
3. Animētais teksts
4. Automātiskā formatēšana, ievade, šablonu galerija
5. Rindkopas papildus noformēšana
6. Teksta komentāri
7. Dokumentu izmaiņu saglabāšana
8. Darbs ar saistītiem dokumentiem
9. Automātiskās satura rādītājs - definēt teksta virsrakstus - izveidot satura rādītāju
10. Teksta kolonnu izveide - izmantot satura rādītāju
11. Darbs ar kolonnām jeb slejām
12. Darbs ar kolonnām jeb slejām - II
13. Atsauces
14. Krustenkārtas atsauces
15. Dokumentu aizsardzība
16. Darbs ar tabulām

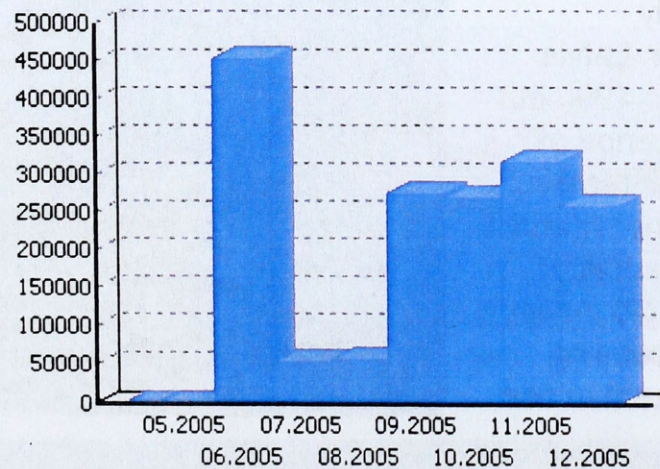
Teksta redaktors 2.daja >>
<< Uz galveno lapu

ECDL padziļinātais līmenis



Riga City - University cooperation

Requests per month for ECDL-Riga Courseware
(Gulbis, Kapenieks)



- six regional development projects with a strong human resource development component in the Latvian Livani region

Living Lab (six HRD projects) in Latvian Livani Region

The Livani region was among the most economically developed in Latvia from 1980 to 1990 but during the period of transfer to a free market economy and a knowledge society, 90% of the old industry collapsed, causing unemployment to rise up to 25%.



Blended eCourses in the Latvian Livani region

e courses with interactive multimedia CD ROMs



The e game in the Innovation Management e course



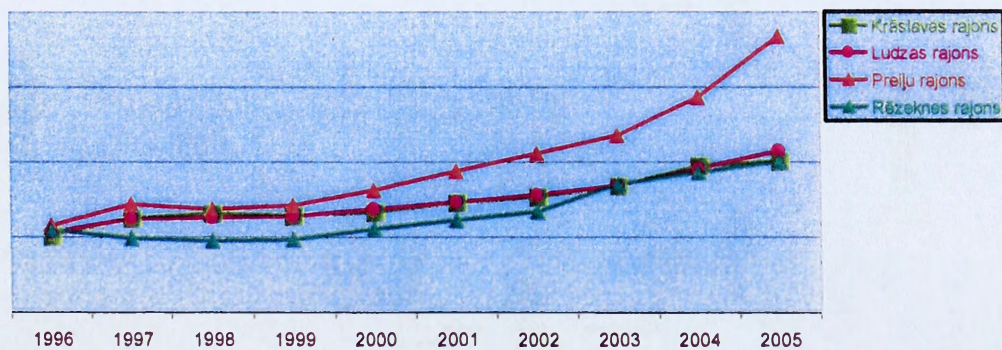
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eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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E-learning success in local community

GDP in districts with e-Projects (Preiļu rajons) and neighbour districts after 6 years of e-Learning projects



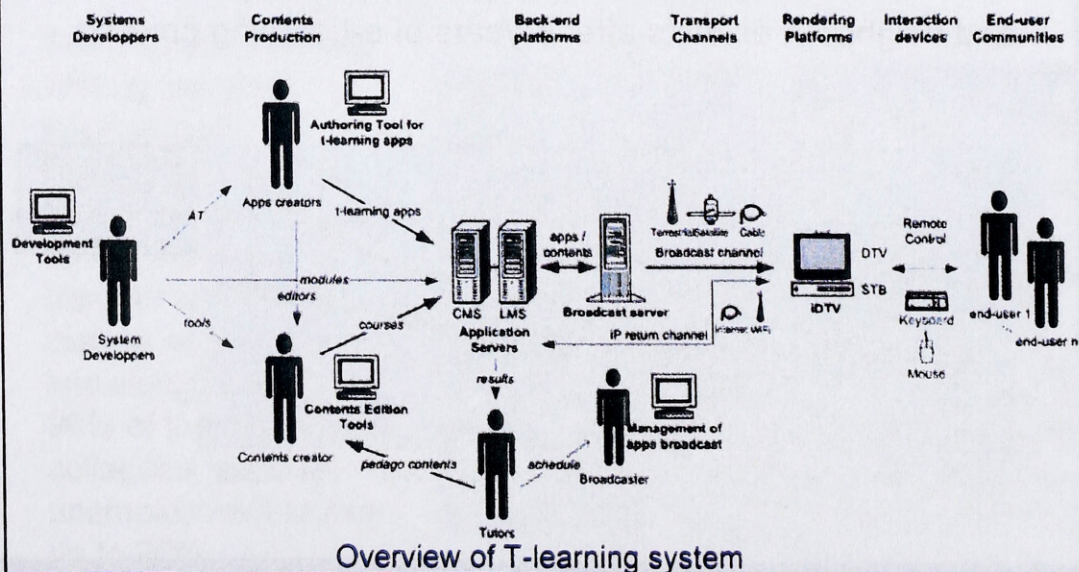
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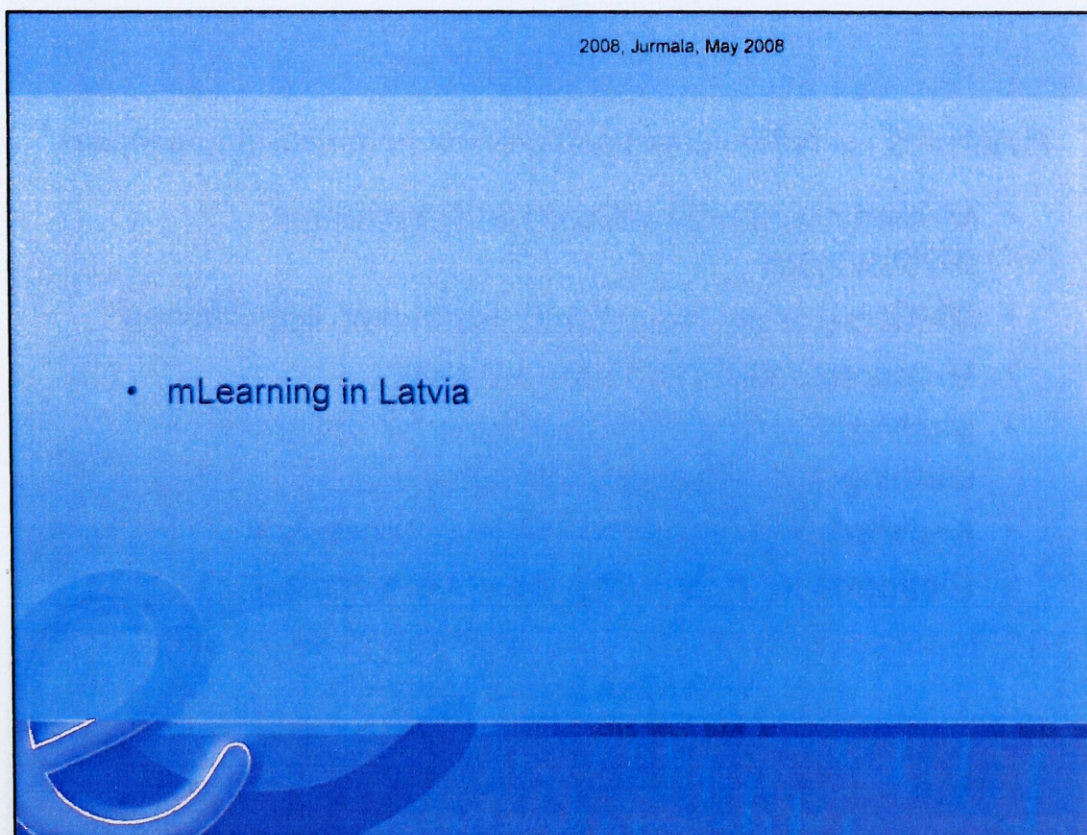
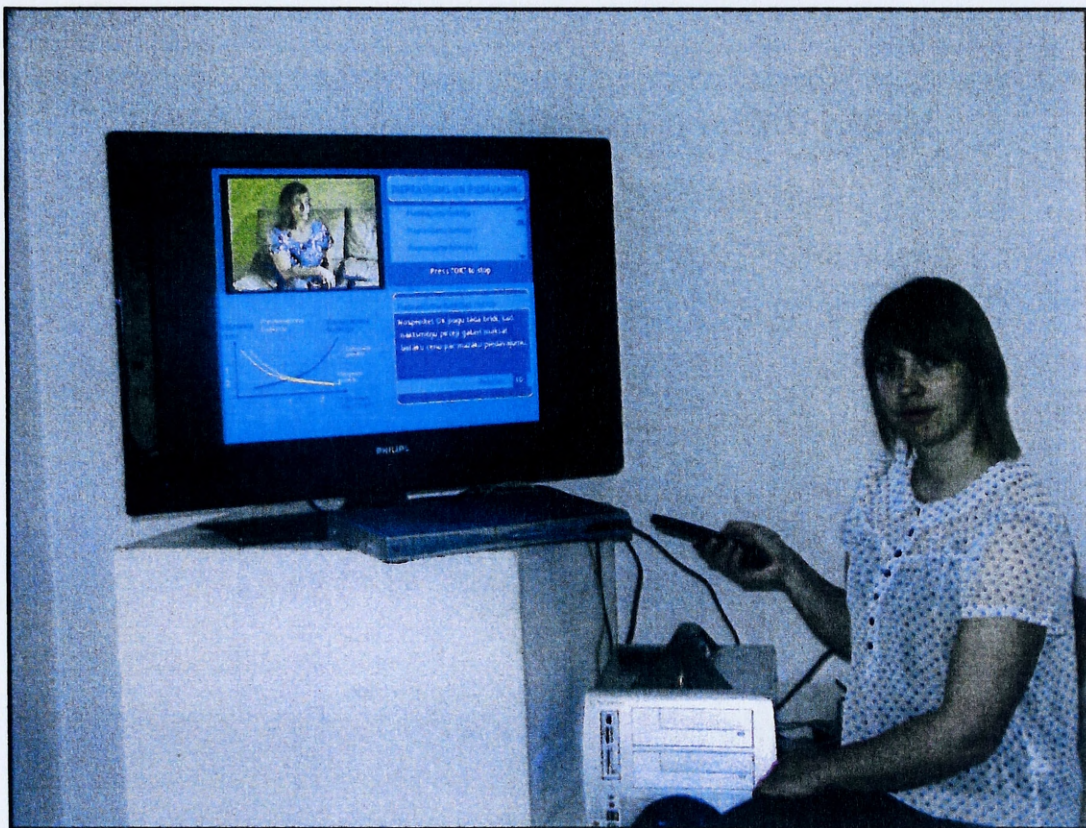
eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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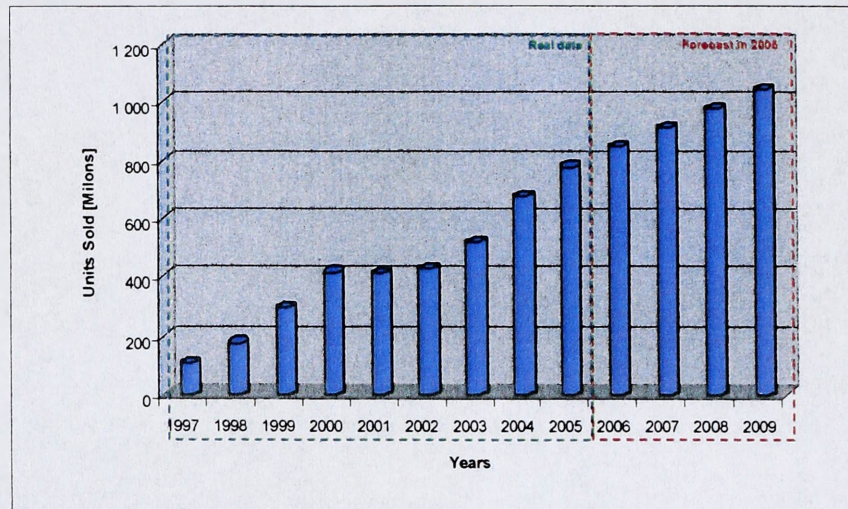
• tLearning in Latvia

6th Framework Research Project - Enhanced Learning Unlimited (ELU) IST-4-027866





Mobile Units Forecasted and Sold in the World



Source: <http://www.gartner.com>

PUMPURS - a national research project on m-learning services*

- M-learning module delivery and exchange technologies
- M-course organisation and distribution approaches
- M-course design and development
- Methodologies and technologies for collaborative learning and virtual workgroups
- Knowledge creation models in a mobile Era
- Platforms for m-learning in a mobile society

VPD1/ERAF/CFLA/05/APK/2.5.1./000078/038

- Educational eGames

GAME COURSE DELIVERY



- game start page

The game scenarios include three types of situations:



- living at home, travelling on the road, and being at college.

27.05.2008

eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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2008, Jūrmala, May 2008

Integrated eLearning approaches for

- Universities
- Life Long Learning
- Life Long Learning in Armed Forces



Knowledge management approaches for Life Long Learning

1	2	3	4	5
...
...
...
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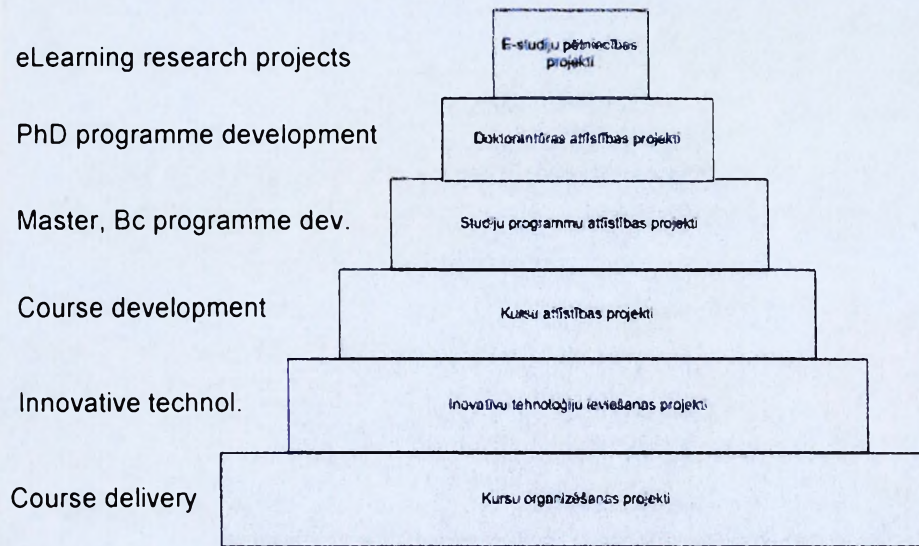
27.05.2008 eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces 24

- eLearning innovators in six Latvian universities design 30 new project proposals in 2005

Six universities design 30 new project proposals in 2005



More than 30 eLearning development projects



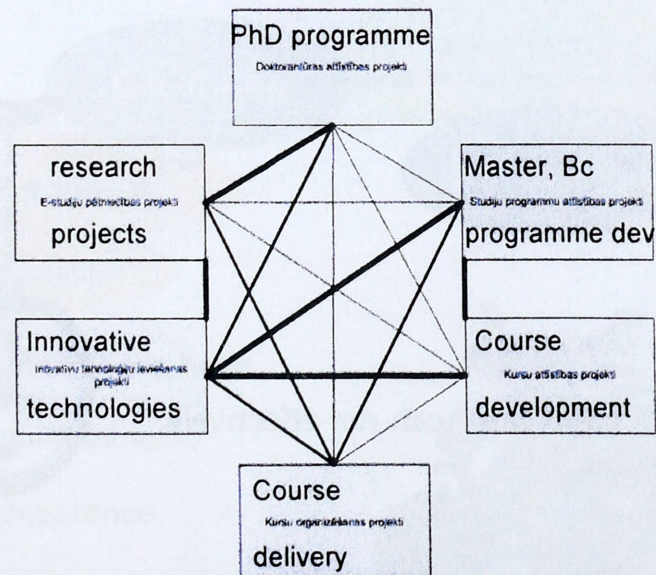
27.05.2008

eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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More than 30 eLearning development projects

Uzmonskārti diagramma



27.05.2008

eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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- Set of eLearning – tLearning – mLearning for Life Long Learning of tomorrow

E-Learning

E-learning

Like one wheel

Very smart team can run effectively



Blended learning

E-learning

**Good advertising
and encouragement**

Learner support

Blended learning is like Bike – most qualified people can run, but not all groups benefit from approach



27.05.2008

eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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Life Long Learning for Everybody

E-learning

**Good advertising
and encouragement**

Learner support

T-learning channel

m-learning support



To be more effective we have to run like Quad. Everybody should benefit.

Large scale acceptance. ePortfolio.

Wikipedia like approaches.



- ePortfolio and Multimedia for Life Long Learning in Armed Forces

E-portfolio

- For individual students and instructors, the portfolio system provides a convenient and accessible space and the tools to represent individual learning and competencies.
- Instructors can use the system to design guided reflective processes which help learners integrate and enhance what they have learned. Further, it provides a rich set of tools to design formative and summative assessments.

E-portfolio

- Individual learners and instructors use the electronic portfolio system as a repository to store and organize digital evidence of teaching and learning.

27.05.2008

eLearning Development in Latvian Civil Universities and Cooperation with Armed Forces

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May 27, 2007 Jurmala, Latvia

Thank you!



Dr. Atis Kapenieks,
Riga Technical University, LATVIA
E-mail: desc@rsf.rtu.lv

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ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation



*NATO Advanced Distributed Learning
Program Implementation*

Dr. Gökay Sürsal
*Joint Education and Training
Section Head, JADL and Simulation*

NATO/PfP UNCLASSIFIED



ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- ACT LMS Server
- Registration process
- Certificate/Survey
- Statistics
- Backup/Mirror
- Future Work

NATO/PfP UNCLASSIFIED **1**

ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

ADL Web Portal – Starting Page

<https://jadr.act.nato.int>

Welcome to the NATO / PFP Learning Management Services.

Here you can find Advanced Distributed Learning Courses in support of your training and educational needs.

Please select from the menu on the left to enter the Learning Management System or use the search capability on the right to see available ADL courses.

This service is available to all NATO/PFP members who have a requirement for courses. Registration and approval is required prior to accessing the courses.

What is ADL?

Please [click here](#) to watch a short introduction to ADL in NATO.

ADL Courses by Institution

Category	Course	Start Date	End Date
ACT Courses	ACT 101: Introduction to ACT	10/01/2010	10/01/2010
	ACT 102: Introduction to ACT	10/01/2010	10/01/2010
	ACT 103: Introduction to ACT	10/01/2010	10/01/2010
NATO Courses	NATO 101: Introduction to NATO	10/01/2010	10/01/2010
	NATO 102: Introduction to NATO	10/01/2010	10/01/2010
Other Courses	Other 101: Introduction to Other	10/01/2010	10/01/2010
	Other 102: Introduction to Other	10/01/2010	10/01/2010

NATO/PfP UNCLASSIFIED 2

ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

ADL Web Portal – Courses

<https://jadr.act.nato.int>

ISAF Course

- Module 1 - Introduction to ISAF
 - Overview of ISAF
 - ISAF Command Structure
 - Legal Basis for ISAF Operations
 - Media Relations in Afghanistan
- Module 2 - Working in ISAF
 - Day Life in ISAF
 - ISAF Overview
 - Host Rules in Afghanistan
 - Air Support
- Module 3 - Introduction to Afghanistan
 - Afghanistan - Geography
 - ISAF Structure
 - Security
 - Cultural Awareness
 - History and Politics
 - Language
 - Religion
- Module 4 - Counter Insurgency Operations
 - Introduction and Aims
 - Tactics, Techniques and Procedures (TTPs)
 - IED Incident Management Procedures
 - Staff Procedures
- Module 5 - Support in Afghanistan
 - Afghanistan National Security Forces (ANSF)
 - Local Government Development
 - Civil-Military Cooperation (CIMIC) in Afghanistan
 - PMFs
 - ISAF/NGOs

Introduction to ISAF

Overview of ISAF

Introduction

In this lesson you will learn about the International Security Assistance Force (ISAF). The lesson describes the mandate for ISAF, its main objectives, the ISAF mission including its military tasks.

Upon completion of this lesson you will be able to:

- Describe the mandate for ISAF
- Describe the ISAF mission in Afghanistan

The estimated time to complete this lesson is 20 minutes.

This course includes a quiz. Please save questions or copy the quiz button to avoid the question. Click Here to continue.

Page 1 of 15

NATO/PfP UNCLASSIFIED 3

ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

ADL Course Repository

ACT Courses
 Introduction to ISAF
 IED Awareness
 Crowd and Riot Control
 NATO Intel - An Overview
 Introduction to a Combined Joint Task Force
 Introduction to Integrated Training Capability (ITC)
 Joint Exercise Management Module (JEMM)
 JCHAT
 Network Enabled Capability Awareness Course
 PSO CIMIC - for Battlegroup CIMIC Officers
 PSO CIMIC - for Commanders and Staff
 PSO CIMIC - for Senior Commanders and Senior Staff

NCISS Courses
 SatCom Basics V2.0

JWC Courses
 JWC Newcomer Induction Training
 Combating Terrorism and Illegal Trafficking v.1.0
 Combined Joint Task Force (CJTF) Training Modules (v.2.0)
 Conducting a Computer Assisted Exercise (CAX)
 Conflict Management and Negotiation
 Ethnic Conflict and Peace Operations
 International Security Risks (Update 2005)
 Introduction to Human Rights
 Introduction to Information Operations
 Introduction to International Humanitarian Law
 Introduction to NATO
 Joint Exercise Management Module (JEMM)
 NATO Modeling and Simulation (M&S) Orientation Course
 NATO Operational Planning Process
 NATO Peace Support Operations
 NATO/Partner Operational Staff Officers' Module
 Operations in the Information Age
 Terrorism and its Implications for Democratic States

NDC Courses
 European Security and Defense Policy
 Introduction to NATO
 The Revolution in Military Affairs

Other Courses
 Border Security - Dev
 Defense against suicide bombing
 English Language Training Enhancement Course
 English Skills for Staff Officers (ESSO)
 EXONAUT Operators Course
 Information Security Fundamentals
 Introduction to NATO & EU Relations
 Law of Armed Conflict (LOAC)
 Map Reading
 NATO Space Applications
 Peace Keeping Techniques
 UN Peace Support Operations Orientation Course

NATO School Courses

CIMIC Overview for NATO School
 Civil Emergency Planning Overview for NATO School
 Combating Trafficking in Human Beings
 Combined Joint Task Force (CJTF) Training Modules
 Defense against Terrorism
 European Security and Defense Policy (ESDP)
 Fundamentals of CBRN Defense
 Introduction to Environmental Awareness
 Introduction to Information Operations
 Introduction to Maritime Operations
 Introduction to Medical Intelligence (MEDINT)
 Introduction to NATO
 Introduction to NATO Conventional Targeting
 Introduction to NATO for TACEVAL
 Introduction to NATO Force Protection
 Introduction to NATO Public Information
 Introduction to Satellite Operations
 Multinational Crisis Management
 NATO Logistics
 NATO Major Incident Medical Management (MIMMS)
 NATO Operational Planning Process
 NATO Partner Joint Medical Planners Course (JMPC)
 NATO Partner Operational Staff Officers' Course
 NATO Partner Senior Medical Staff Officers Course
 NATO Peace Support Operations
 NATO's Reserve Forces
 NATO's Space Support
 NATO School Force Enhancement from Space
 Orientation to Arms Control and Arms Control Agreements
 Zoran Sea (NATO School: N3-01)

Service

- Course catalog
- Search function
- additional information
- Links

NATO/PfP UNCLASSIFIED 4

ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

Course Catalog

- Online – public accessible
- Contains all known NETF courses (NS, NDC, NCISS, ADL)
- Lists Classroom as well as ADL courses
- Search engine by:
 - Name
 - Subject
 - Course Number
 - Key word
 - Provider
- To be extended to include PTC's, COE's

The screenshot shows the search interface of the NATO & Partner Education & Training Portal. It includes a search bar, a 'Submit' button, and a 'Reset' button. There are also radio buttons for 'All' and 'ADL' under the 'Delivery method' section. The page header includes the NATO logo and the text 'NATO & Partner Education & Training Portal Course Catalog'.

NATO/PfP UNCLASSIFIED 5

ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- **ACT LMS Server**
- Registration process
- Certificate/Survey
- Statistics
- Backup/Mirror
- Future Work

6

NATO/PfP UNCLASSIFIED

ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Learning Management Servers

<https://jadr.act.nato.int>

NATO / PfP Learning Management Servers

The diagram illustrates the network architecture for the Learning Management Servers. It shows two main server clusters: NSWAN and NUWAN. Each cluster consists of a server rack icon connected to a cloud representing the network. The NSWAN cloud is connected to four client computer icons. The NUWAN cloud is connected to four client computer icons. Both the NSWAN and NUWAN clouds are connected to a central cloud labeled 'Internet'. The Internet cloud is also connected to four client computer icons, indicating that users can access the servers via the Internet.

- Learning Management Servers Online
- Open to all NATO/PfP members
- Over 70 ADL courses online
- Supporting Educational & Training facilities including ISAF, NRF and PfP Exercises

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NATO/PfP UNCLASSIFIED

ACT Joint Education and Training
 Joint Advanced Distributed Learning & Simulation

Learning Management Servers

Technical server data

Host Name	JADL
System Type	Server, Stand Alone, Terminal Server
OS Version	Windows 2003, Server
CPU Dual	3.2 GHz Intel Pentium 4 HT
Memory	2048 MB
Network Speed	2 Gb/s
URL on NUWAN	https://jadl.act.nato.int

We offer our LMS now on NSWAN, too

NATO/PfP UNCLASSIFIED **8**

ACT Joint Education and Training
 Joint Advanced Distributed Learning & Simulation

LMS - Software

Needed Software

Http Server	e.g. Apache, ISS, Unix, Linux
LMS	SCORM compliant LMS ILIAS open source software (actual version 3.9.2)
Database	MySQL if ILIAS LMS
Additional Software needed	JAVA RTE and PHP
Optional Software	Flash Player Acrobat Reader

ILIAS is now approved for use within NSWAN

NATO/PfP UNCLASSIFIED **9**

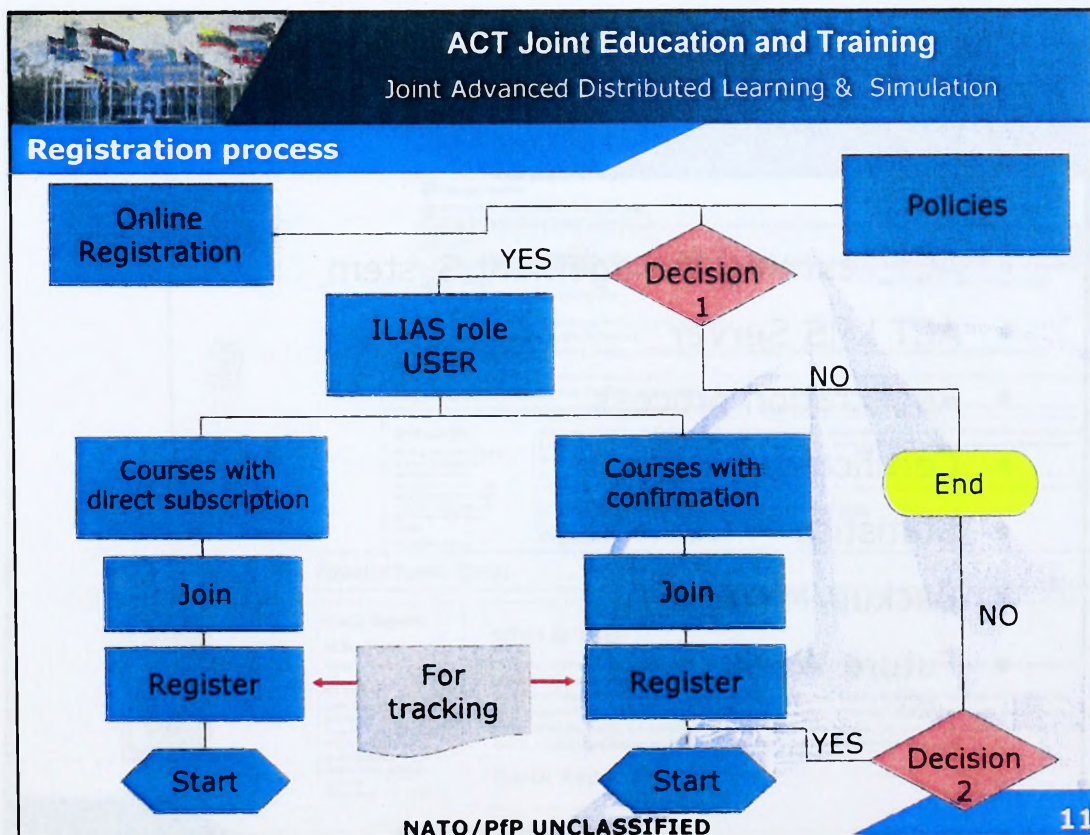
ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- ACT LMS Server
- **Registration process**
- Certificate/Survey
- Statistics
- Backup/Mirror
- Future Work

10

NATO/PfP UNCLASSIFIED



ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

"One stop shopping"

- NATO Owned server(s)
- NATO Security Approved
- Registration controlled
- Operates "Need to know" principals for "sensitive" courses
- NETF's admin will have control of their courses/access
- Evaluation/feedback process coordinated with NETF's
- Single point of entry for all NETF's
- Course updates and tracking of students progress available to NETF's

NATO/PfP UNCLASSIFIED **12**

ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- ACT LMS Server
- Registration process
- Certificate/Survey
- Statistics
- Backup/Mirror
- Future Work

NATO/PfP UNCLASSIFIED **13**

ACT Joint Education and Training


Joint Advanced Distributed Learning & Simulation

Certificate

- Since summer 2007
- Certificate offered
- Based on Precondition
- Online as pdf
- Printable
- Download possible
- Additional stored on server
- Actual statistics: appr. 800
 - NATO courses 996
 - ISAF Ver 2.1 955
 - ISAF IAPDC 2008 295
 - Steadfast Exercises 117
 - NATO Civilians Training 73
- easy to change for different use

Course content

- Introduction to NATO (v. 4.1) (Course) Edit Activation Info Add to desktop
- Type: Learning Module SCORM/AICC
- Survey Edit Activation Info Add to desktop
- Type: Learning Module SCORM/AICC
- Certificate** Edit Activation Info Add to desktop
- Type: Learning Module SCORM/AICC
- Preconditions: Introduction to NATO (v. 4.1) (Course)
- Type: Learning Module SCORM/AICC
- ADL Courses by NATO Education Facilities (NEF) > Joint Warfare Centre (JWC) courses > Introduction to NATO (v.4.1)



North Atlantic Treaty Organization
Joint Advanced Distributed Learning
Presents the
CERTIFICATE OF COMPLETION
to
Gokay Sursal
for the completion of the online course
Individual Augmentees Pre-Deployment Course (IA PDC)
11x May 11 2008

NATO HEADQUARTERS
SUPREME ALLIED COMMAND TRANSFORMATION
NORFOLK VA

Arjuna Prasad
Deputy Chief, Education
and Training

J. N. Martin
Commanding Officer
Education and Training

NATO/PfP UNCLASSIFIED **14**


ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

Survey - Form

Surveyform

Submit



Course content

- Introduction to NATO (v. 4.1) (Course) Edit Activation Info Add to desktop
- Type: Learning Module SCORM/AICC
- Survey** Edit Activation Info Add to desktop
- Type: Learning Module SCORM/AICC
- Certificate Edit Activation Info Add to desktop
- Type: Learning Module SCORM/AICC
- Preconditions: Introduction to NATO (v. 4.1) (Course)
- Type: Learning Module SCORM/AICC
- ADL Courses by NATO Education Facilities (NEF) > Joint Warfare Centre (JWC) courses > Introduction to NATO (v.4.1)

INTRODUCTION TO NATO (v.4.1) (COURSE) SURVEY FORM

Accessibility

After completing the "Introduction to NATO (v.4.1) (Course)" course, please complete this survey. The information you provide will be considered when developing future versions of the course and for improving the SACT Learning Management System features and functionality.

I. Environment/Background Questions

Organisation or Affiliation

FEEDBACK SURVEY REPORT

Quick Reports

All Responses

General Summary

By Course

- CMIC Overview for NATO School (Course)
- Combined Joint Test Force (CJTF) Training Modules (v.2.0) (Course)
- NATO Reserve Forces (Course)

What is This?

This is the Feedback Survey Report. This report allows you to view and filter the survey responses from a number of courses distributed through the SACT LMC. A number of simple filters have been defined for your convenience. These are located in the menu under the title **Quick Reports**. You may further refine these queries by clicking on a report entry that interests you. Each time you click to refine the search, the search becomes narrower and more specific. This is easier to demonstrate than it is to explain — the best explanation would be for you to click a Quick Report and try it for yourself.

Quick Reports

NATO/PfP UNCLASSIFIED **15**

ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- ACT LMS Server
- Registration process
- Certificate/Survey
- **Statistics**
- Backup/Mirror
- Future Work

16

ACT Joint Education and Training

Joint Advanced Distributed Learning & Simulation

Statistics - Server

- ACT is running web log analyzers to get statistics
 - bandwidth
 - IP Address
 - Hits
 - Used Browser
 - Visited sites
 - Countries
 - Errors
 - ...

Last Update: 13 Mar 2008 - 10:09 [Update now](#)
Reported period: Mar - 2008 - [OK](#) [Analyze Web Site](#)

Summary

Reported period: Month: Mar 2008
First visit: 01 Mar 2008 - 02:40
Last visit: 13 Mar 2008 - 10:47


	Unique visitors	Number of hits	Pages	Hits	Bandwidth
Viewed traffic *	355	(3.7 visits/visitor)	37274	106740	4.28 GB
Not viewed traffic **			5169	6760	104.85 MB

* Not viewed traffic includes traffic generated by robots, worms, or proxies with special HTTP status codes.

Monthly history

Month	Unique visitors	Number of hits	Pages	Hits	Bandwidth
Jan 2008	806	1080	69358	264342	8.67 GB
Feb 2008	1197	2535	127955	449423	25.38 GB
Mar 2008	355	695	37274	106740	4.28 GB
Apr 2008	0	0	0	0	0
May 2008	0	0	0	0	0
Jun 2008	0	0	0	0	0
Jul 2008	0	0	0	0	0
Aug 2008	0	0	0	0	0
Sep 2008	0	0	0	0	0
Oct 2008	0	0	0	0	0
Nov 2008	0	0	0	0	0
Dec 2008	0	0	0	0	0
Total	2358	4640	234264	820523	28.26 GB

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ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Statistics - courses

- **ACT is running manual statistics for:**
 - **ISAF IAPDC course**
 - **STEADFAST Exercise courses**
 - **prepared for VIKING 08 ***
- **ACT is developing a automated statistic database**

* VIKING 08 is actually on hold

NATO/PfP UNCLASSIFIED **18**




ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- ACT LMS Server
- Registration process
- Certificate/Survey
- Statistics
- Backup/Mirror
- Future Work

NATO/PfP UNCLASSIFIED **19**




ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Backup / Mirroring (UNCLASS)

- **ACT is running backups and mirroring the server structure**
 - **Full backup weekly**
 - **Mirroring main and reserve server monthly**
 - **separate backups of customized files within our LMS**
- **ACT is able to switch to own backup server within a half day**
- **also possible in future to have a mirror server in Europe**
- **next we will switch to virtual server and being more flexible**

NATO/PfP UNCLASSIFIED **20**




ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Overview

- ACT Learning Management System
- ACT LMS Server
- Registration process
- Certificate/Survey
- Statistics
- Backup/Mirror
- Future Work

NATO/PfP UNCLASSIFIED **21**




ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Future work

- Move to virtual server, same file structure and software version
- Redesign from 7 to 3 databases
- working with new technologies like
 - streaming
 - Single - Sign On
 - better security features
 - web 2.0 features like Wiki, RSS, virtual classroom
 - course support by tutor or online teacher
- different course versions for low - medium - high bandwidth
- automated and filtered statistics for courses

NATO/PfP UNCLASSIFIED **22**



ACT Joint Education and Training
Joint Advanced Distributed Learning & Simulation

Questions?

“In NATO’s Transformation, probably, nothing will be as effective as education and training.....NATO/PfP Joint Advanced Distributed Learning and Distributed Simulation Capability will bring education and training to those who needs it anytime, anywhere and will transform NATO intellectually, culturally and militarily. ”

NATO/PfP UNCLASSIFIED **23**

Cultural Differences and Cross-Cultural Training

**71st Meeting of the NATO Working Group on
Individual Training and Education Developments**

**26-30 May 2008
Jurmala, Latvia**

**J. D. Fletcher
Institute for Defense Analyses**

fletcher@ida.org

Topics

- **What we have**
- **What we might do next**

What Do We Have Now?

Much good work mostly done by Colonel Kadir Varoglu and the Turkish delegation. Including ---

- **Draft CCT (Cross-Cultural Training) Handbook**
- **“Multicultural Diversity” by Col Varoglu**
- **“The Influence of National Culture on Military Leadership: The Case of the Turkish Army” by Col Varoglu**

A Few Preliminaries

- **Personality versus culture**
- **Within group versus between group differences**
 - **Stereotypes (pro & con)**
 - **Focus on national cultures (pro & con)**
- **Culture and leadership**
- **Unconscious versus conscious differences**
 - **value judgments and articles of faith**
 - **ethnocentrism**
- **Levels of culture**

Dimensions of National Culture: Kluckhohn & Strodtbeck

- Relation to nature (subjugation, harmony, mastery)
- Time orientation (past, present, future)
- Basic human nature (good, evil, mixed)
- Activity orientation (doing, being, controlling)
- Relationships among people (individualistic, group, or hierarchical)
- Space orientation (public, private, mixed)

Dimensions of National Culture: Hofstede

- Power distance (degree of acceptable inequality)
- Uncertainty avoidance (acceptance of ambiguity, lack of structure)
- Individualism versus collectivism (self versus the group)
- Masculinity versus femininity (assertive versus nurturing)
- Long-term versus short term (patience and perseverance versus quick fixes)

Dimensions of National Culture: Trompenaar

- **Universalism versus particularism (concern with circumstances)**
- **Individualism versus collectivism (cf. Hofstede)**
- **Neutral versus affective relationships (expression of emotions)**
- **Specific versus diffuse relationships (treatment of privacy)**
- **Achievement versus ascription (status assigned from birth or actions)**
- **Relationship to time (past, present, future and sequential versus synchronic)**
- **Relationship to nature (control versus harmony)**

Issues for Cross-Culture Training: (Colonel Varoglu)

- **Cultural convergence versus divergence**
- **Ethics and relativism**
 - **descriptive**
 - **conceptual**
 - **normative**
 - **practical**
- **Moral development and stage theories**
- **Internal versus cross-culture issues (individuals versus organization behavior)**

Possible Next Steps

- Update, compete, edit, and publish the CCT Handbook
 - emphasize multinational and NATO/PfP military operations
 - review the requirement for cross-culture training in NATO/PfP
 - review the state of the art in cross-culture training
 - survey what is being done and how it is being done
 - identify what works for which audiences, circumstances, objectives, conditions, standards
- Using the Handbook, outline a course in cross-culture training for NATO/PfP



*NATO/Partner
Education and Training Network
NPETN*

Outline

- What is NPETN
- NPETN Organization
- NPETN Tools
- Access to NPETN Tools
- Q & A

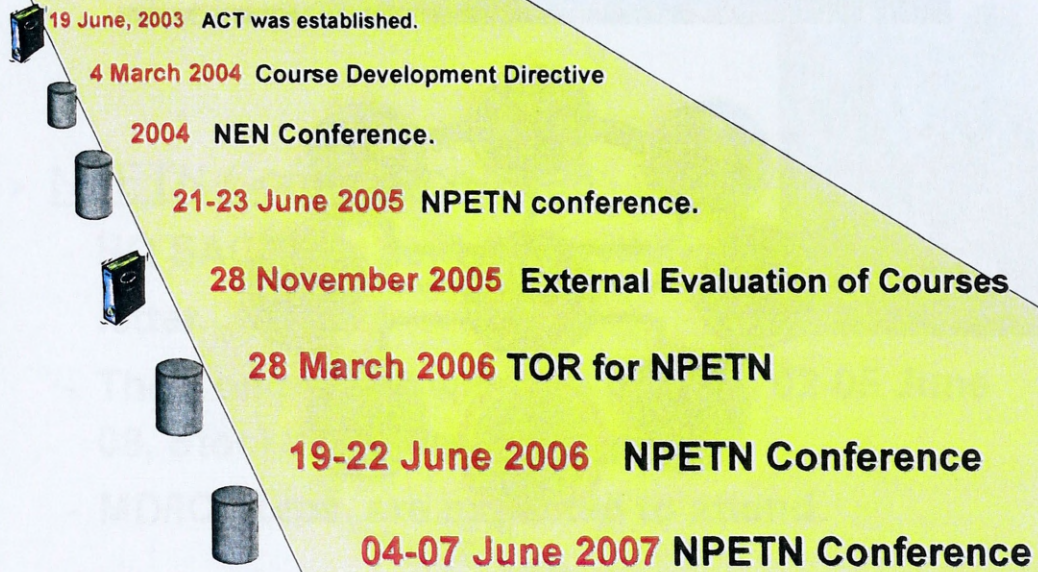
What is NPETN

NPETN is a structure within which military education and training facilities can meet in order to facilitate coordination and harmonization of curricula, to avoid duplication of efforts and to allow better flow of information.

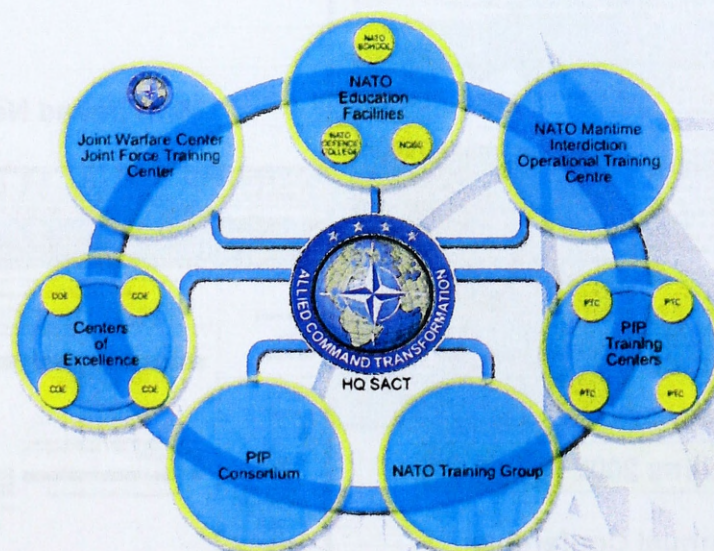
NPETN Objectives

- Better serve transformational goals,
- Deepen existing relationships with education facilities,
- Coordinate and improve the use of resources,
- Expand the pool of expertise
- Avoid unnecessary duplication of education,
- Synchronize and harmonize curricula,
- Revise directives,
- Spread a uniform transformation message,
- Foster a common understanding of the importance of education and training as a major tool for the implementation of transformation,
- Seek members advice on future developments and policy,
- Inform members about education and training issues.

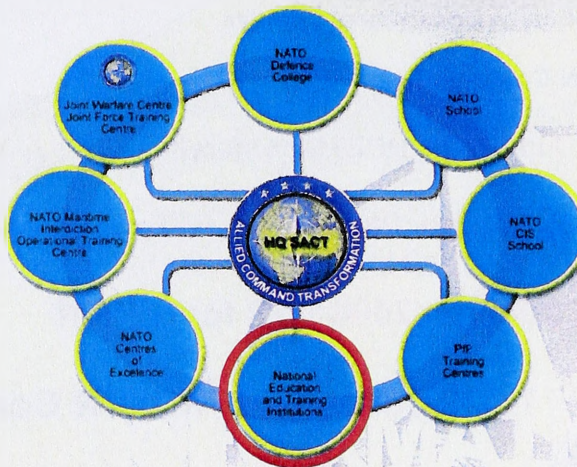
Milestones



NPETN Organization until now...



New NPETN Organization, Our Goal..



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NPETN Tools

HQ SACT hosts NATO, Partnership for Peace Education and Training Network Conference
 By U.S. Navy Civil Petty Officer Crystal M. Rauer
 ACT Public Information Office
 Issue 8, 2007

NORFOLK, Va. - Headquarters Supreme Allied Commander Transformation kicked off the NATO/Partnership for Peace Education and Training Network Conference June 5-7 in Virginia Beach, Va., to spread a uniform transformation message and to better serve NATO, the nations and partners' educational requirements.

According to the conference's agenda, effective relationships between strategic commands and education and training institutions are necessary in order to ensure that new ideas, procedures, tactics and lessons learned are injected into NATO's education structure to facilitate the further transformation of capabilities.

Deputy Chief of Staff Transformation Lt. Gen. James Selgan, U.S. Air Force, opened the conference on June 5 discussing the importance of such a conference to facilitate the streamlining of NATO's education and training initiatives to better outfit the NATO roster for missions in the field.

"From a NATO perspective, it was

VIDCAST **PODCAST**

Above: Deputy Chief of Staff Transformation Lt. Gen. James Selgan, U.S. Air Force, delivers his opening remarks at the 2007 NATO/Partnership for Peace Education and Training Network Conference held June 4-7 in Virginia Beach, VA.

Web Based Network

The screenshot shows a web browser displaying the 'NATO & Partners' Education & Training Portal'. The page features a navigation menu on the left with options like 'Home', 'Education/Partners', 'About Us', 'Partners List', 'Partnership', 'Contact', and 'Find a Course'. The main content area includes a header with the NATO logo and a section titled 'Welcome to the NATO/Partners' Education and Training Portal'. Below this, there are several news items and links, including one for the '2007 NATO/Partners' Education and Training Network Conference'.

4-7 June 2007 HQ SACT

Annual Conference

NATO/PI/PMD/ICI UNCLASSIFIED

8

Access to NPETN Tools

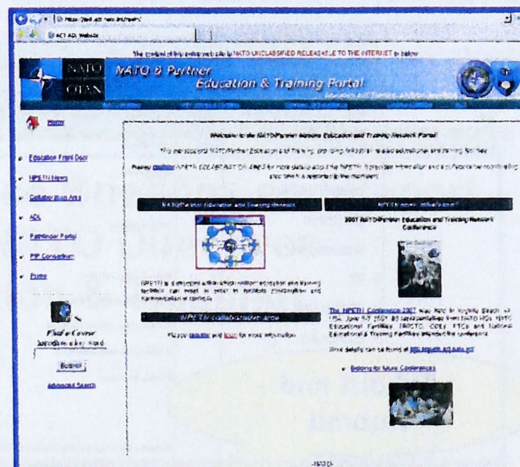
➤ NPETN Conference-2008:

- HQ SACT has sent the invitation letter.
- The Conference will take place in 02-05 June 08, Stockholm, Sweden.
- MD/ICI Reps. are expected to attend.



Access to NPETN Tools

➤ NPETN Web Portal: <https://jadr.act.nato.int/npetn/>




NPETN Web Portal

Welcome to the NATO/Partner Nations Education and Training Network Portal!

This site supports NATO/Partner Education and Training, providing links to all related educational and training facilities.

Please [register](#) NPETN COLLABORATION AREA for more details about the NPETN. It provides information and a collaborative coordinating area which is restricted to the members.

NATO/Partner Education and Training Network




NPETN is a structure within which military education and training facilities can meet in order to facilitate coordination and harmonization of curricula.

NPETN collaborative area

Please [register](#) and [login](#) for more information

NPETN news: What's new?


2007 NATO/Partner Education and Training Network Conference



The **NPETN Conference 2007** was held in Virginia Beach, VA USA, June 5-7 2007. 83 representatives from NATO HQs, NATO Educational Facilities, NIMOTC, COEs, PTCs and National Educational & Training Facilities attended the conference.

More details can be found at <http://npetn.act.nato.int/>

- Bidding for future Conferences



Click Register

NATO/PIP/MD/ICI NATO 11

NPETN Web Portal

The content of this entire web site is NATO UNCLASSIFIED RELEASABLE TO THE INTERNET or below

NATO & Partner Education & Training Portal

Home

- Education Front Door
- NPETN News
- Collaboration Area
- ADL
- Partner Portal
- PIP Consortium

First Name: _____

Last Name: _____

Rank: _____

Organization: _____

City: _____

Nationality: MD/ICI: _____

Nationality: PIP Nations: _____

Nationality: NATO Nations: _____

Business Email Address: _____

Phone Number: _____

Reason for requesting access to the NPETN: _____

Remarks: _____

Fill out and Submit

Submit Advanced Search

NATO/PIP/MD/ICI UNCLASSIFIED 12

NPETN Web Portal

The content of this entire web site is NATO UNCLASSIFIED RELEASABLE TO THE INTERNET or below

NPETN Releasable To Internet

Input Confirmation
Thank you for the input you will receive your account information after validation!

091431Z SEP 2007 Identification Center to releasent Portal Service

Applicant will receive User Id & Password after validation

Access will be granted MD/ICI Higher Military Education/Training Center Directors and one of their representatives

NATO/PI/PMD/ICI UNCLASSIFIED

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NPETN Portal Hallway Releasable to Internet

Key Personnel NPETN Portal

Name / Rank	Position	Site / Ext
ROSEN, Brian	Content Owner	
Col. Professor	Content Manager	747.3334
Mr. Siano	Reg Manager - 1	747.3435
Mr. Ruzic	Reg Manager - 2	747.2210
Paul Thourontis	Reg Manager - 3	747.3360

What's New
Beach Conference Centre, presentations and comments are on the link on the menu bar

NATO / Partner Education & Training Network

Access to Conference Briefings and Report

Access to Library (NATO Directives regarding to Education & Training)

Access to Calendar

AOB

Click on the area you wish to visit

191256Z AUG 2007 NATO/PI/PMD/ICI UNCLASSIFIED

14



International Relations and Security Network ISN

Managing information, sharing knowledge

Collaboration between the
ADL sub panel of the NTG
IT&ED and the PFP Consortium
ADL WG: Report and plans.
Jurmala meeting, 27 May 2008.



The ADL Working Group

The PFP Consortium ADL WG:

- Meets twice a year (Sofia was last, with 52 participants)
- Is the umbrella for the making of courseware (projects are multilateral/unilateral, around 60 courses), for consulting (processes, national/bilateral), and for technology (ILIAS LMS, SCORM RTE, authorware).
- Is part of the PFP Consortium.

The ADL Working Group in detail

- The Sofia conference took three days (hands-on day with two parallel workshop tracks, first forum day with two parallel tracks (one with presentations, one with workshops, second forum day with plenary session and common presentations). See <http://elbanot.ethz.ch/wiki/farmosy> for further details.
- The CDTs unite some 20 e-learning professionals who work on common issues, and stay in contact with each other.
- We have common software, common repositories, and common content (see <http://www.dps.de>, <http://pfp.ethz.ch>, <http://pfpdev.ethz.ch/SCOPMcontent/>)..
- Switzerland and the US support the ADL Working Group with an MOU.

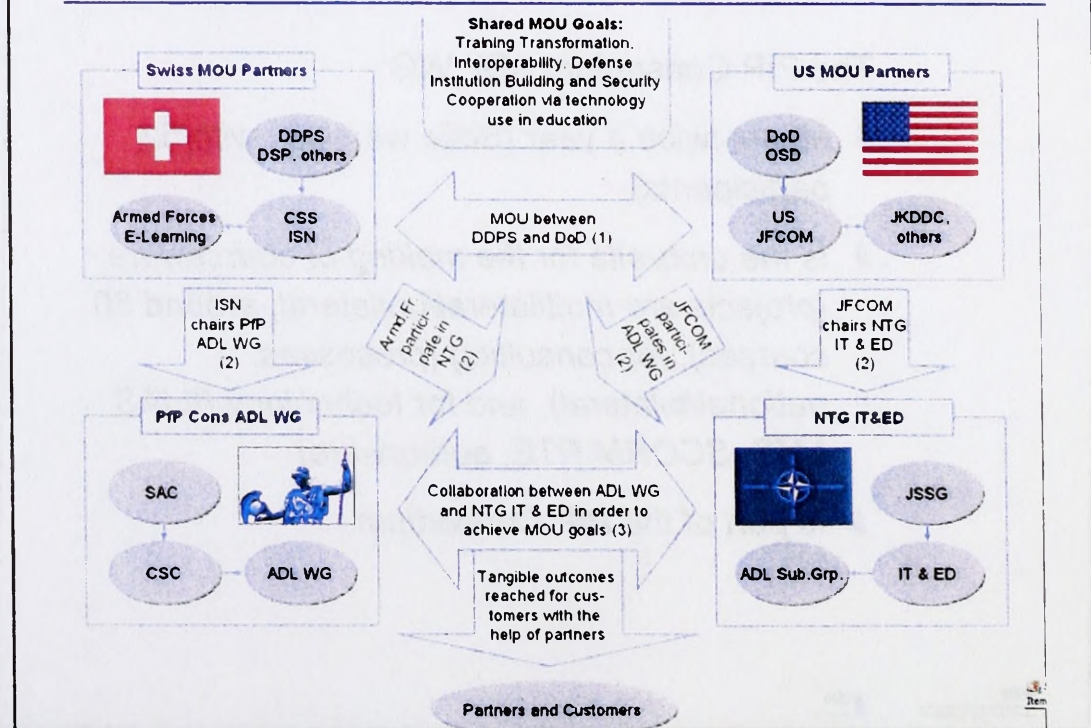


Eidgenössische Technische Hochschule Zürich
Swiss Federal Institute of Technology Zurich



Run by CSS

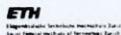
Political picture behind collaboration with NTG



Collaboration with NTG

Collaboration ideas between PfP Cons ADL WG and NTG IT&ED were presented in Oberammergau, Bergen, Bucharest and Sofia. They comprised:

- *New and common courseware* (TEPSO course)
- *Processes* (establishment of common content production process, repository of existing processes with ISN)
- *Meeting cycle* (same place, parallel sessions)
- *Common labeling of products* (meetings, courses)



Common courseware

- The TEPSO project is an example of common courseware projects.
- Partners are NTG (IT&ED, TEPSO) and ADL WG (ISN E-Learning).



Processes

- Process document has been written, is currently in the amendment phase. This process is aimed at international re-use and interoperability.

ETH

Eidgenössische Technische Hochschule Zürich
Swiss Federal Institute of Technology Zurich

ISN

Run by CSS

Common meetings

Starting 2009, meeting cycles are planned to be unified:

- Same week, same place
- Some sessions are addressing separate (and named) participants (NTG decision rounds, ADL WG project meetings), some sessions are open to everybody (academic presentations and hands-on workshops)
- Some sessions are parallel, some consecutive.

ETH

Eidgenössische Technische Hochschule Zürich
Swiss Federal Institute of Technology Zurich

ISN

Run by CSS

Plans so far: Common meeting cycle

Starting 2009, meeting cycles could be unified:

- Same week, same place
- Some sessions separate, some common
- Some sessions parallel

Contact

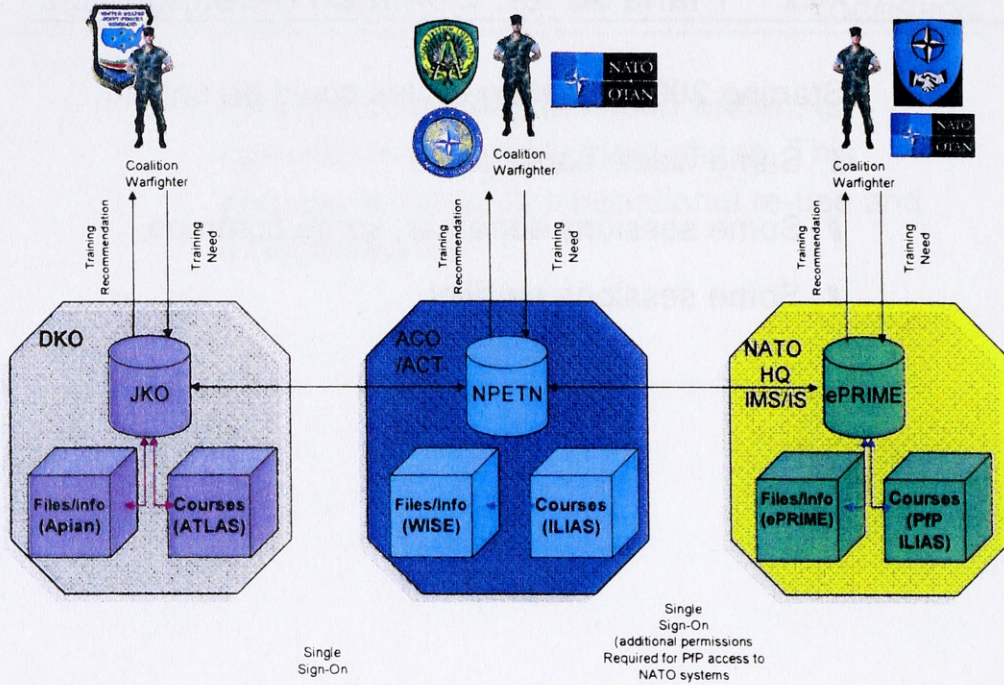
Chair ADL WG

www.isn.ethz.ch

Timo Staub

staub@sipo.gess.ethz.ch

ACT- ACO- JKO SYSTEM INTEGRATION CONCEPT



Single "Single Sign-On" means common login/password access across all systems



Open source streaming software used to sustain the on-line course capabilities

Lt.Col. Professor Ion Roceanu, PhD

Spring Meeting Jurmala, Latvia 2008

Agenda

- Overview OpenMeetings
- Beneficiaries
- Demonstration



OpenMeetings features

- ✍ Multilanguage support and customize GUI
- ✍ Whiteboard Space with paint tools for drawing, writing and editing
- ✍ Presentation tools (image resizing, moving, drag-and-drop..)
- ✍ Upload of different documents formats (jpg, gif, ppt, doc, pdf ...)
- ✍ Save documents with changes made during the presentation
- ✍ Conference capabilities: 4 users (one moderator)
- ✍ Auditorium: one speaker to the audience
- ✍ Conference private and public rooms

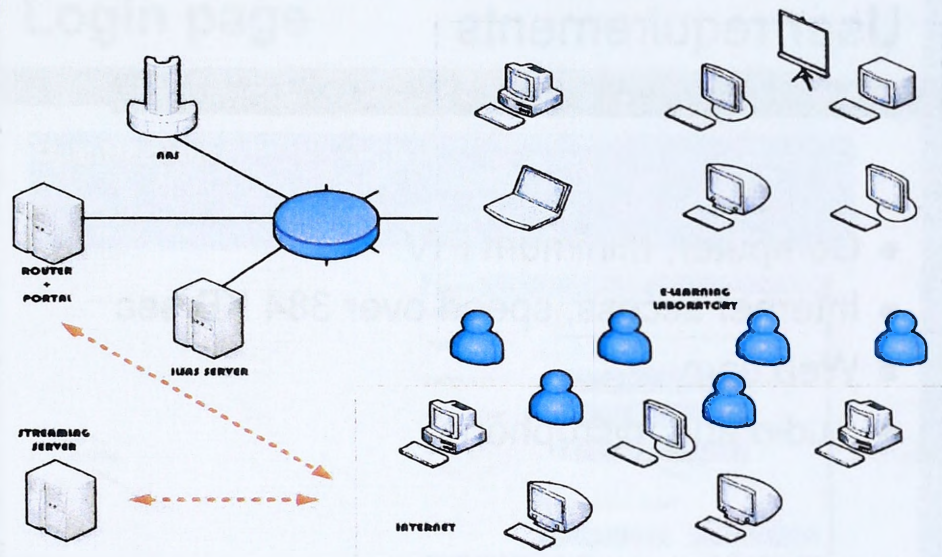


Software requirements

- ✍ **Data Base Server, Mysql**
- ✍ **OpenOffice**
- ✍ **ImageMagick – image support**
- ✍ **GhostScript – pdf support**
- ✍ **SWFTools – multimedia support**
- ✍ **Streaming Server, RED5**
- ✍ **Operating System (LINUX, WINDOWS 2003)**



Function at RO ADL Department



Usage

- Teaching activities:
 - Auditorium, from one teaching point to distance learners
 - Multipoint (multi amphitheatres) teaching
- On-line evaluation
 - Doctoral studies, for scientific research presentation
 - Oral evaluation
- On-line conference (groups of four)
- Collaborative space

User requirements

- Computer, minimum PIV
- Internet access, speed over 384 KB/sec
- Web cam
- Audio and microphone

On-line test

<http://82.76.32.123:5080/xmlcrm/>

Login page

OpenMeetings

Login

User:

Pass:

Language:

Color-Style:

Quality:

Remember Login

[Not a member?](#) [Sign In](#)

[Forgot your password?](#) [visit OpenMeetings](#)

Conference/Auditorium

OpenMeetings

[Home](#) | [Content](#) | [Meeting](#) | [Events](#) | [Administration](#)

[My Home Page](#) | [My Scheduled Meetings](#) | [My Scheduled Events](#)

System

Quicklinks

- [Goto Conference](#)
- [Goto Auditorium](#)

Help and Support

- [Project Website](#)
([code.google.com/n/openmeetings/](#))
- [User Mailing List](#)
([groups.google.com/group/openmeetings-user/](#))

News

[openmeetings commit] #1460
trunk/webapp/webapp/openmeetings/languages
2008-05-23T20:12:43Z

Author: sebba.wagner
New Revision: 1460
Modified:
trunk/webapp/webapp/openmeetings/languages/arabic.xml
trunk/webapp/webapp/openmeetings/languages/chinese
simplified.xml
trunk/webapp/webapp/openmeetings/languages/chinese
traditional.xml
trunk/webapp/webapp/openmeetings/languages/deutsch.xml

More

[openmeetings commit] #1459 in trunk/client...
base/components/ajax/modules/conference/whiteboard
modules/conference/w...
2008-05-23T19:42:39Z

Author: sebba.wagner
New Revision: 1459
Added:
trunk/client/base/components/ajax/basePropertySelector.js
Modified:
trunk/client/base/components/ajax/changeWidthLetterSlider.js
trunk/client/base/components/ajax/changeWidthSlider.js

Your Settings

hi,admin



- [Upload new image](#)
- [Edit your profile](#)

News

Re: DT: DenDim has removed the limit to the number of attendees
in OS edition
2008-05-24T01:02:38Z

The number of attendees is not the big problem alone. If you ever use it, there openource version is extremely unstable, when you trying to share your desktop. It will disconnect your conference randomly. Their UI just looks great but its functional is not good as it is. In the end if you complain about their stabilities they will encourage you to...

More

Re: Persian (arabic Glyph) and RTL suport
2008-05-24T12:47:04Z

Hi,
I agree with you with not using embeded fonts. I can use persian in my GNOME and Firefox and editors (as you seen in my screenshot) but can't use in Flash Player
Thanks
Navid

Conference rooms

OpenMeetings

home | Content | Meeting | Events | Administration |

Public Meetings | Private Meetings |

Meeting-Rooms

public Conference	20:45 20.2.2008	enter
Prezentare AULA	11:54 20.3.2008	enter
Riga	21:56 21.5.2008	enter

Conference in progress

The screenshot shows the OpenMeetings interface during an active conference. It features several panels:

- Video and Audio:** A grid of video thumbnails. The top-left shows a participant's video feed, while others are represented by blue person icons. A 'Share your Screen' button is visible in the top right of this panel.
- Whiteboard:** A large central area with a toolbar containing icons for 'Paint' and 'Document', and a 'Share your Screen' button.
- Chat Files User:** A chat window with tabs for 'Chat', 'Files', and 'Members'. The chat log shows a conversation in Romanian:
 - sonor aveli?
 - Ion Răzvan: te vad si nu mai pune mina la nas
 - Ion Răzvan: si pe catalin il vad
 - Dragos Berberiu: se aude de la noi?
 - Ion Răzvan: nu dau drumul la difuzor ca perturb lucrul aici

Presentation

The screenshot shows a presentation software interface. On the left, there are two video windows for participants, a 'Chat Files User' window with 'Chat', 'Files', and 'Members' tabs, and a 'File Upload' section. The main area is a 'Paint' window titled 'Document' with a 'Share your Screen' button. The paint window shows a slide with the title 'eLearning' and the text: 'Este un termen generic care se referă la utilizarea tehnologiei informației și comunicațiilor în procesele educaționale, indiferent de forma de organizare sau metoda didactică'. The paint tool's toolbar is visible at the top of the paint window, and a 'Zoom --' control is shown above the slide content.

Using the paint tools

This screenshot shows the same presentation software interface as above, but with the 'Whiteboard' tool active. The 'Paint' window is now titled 'Whiteboard' and has a 'Share your Screen' button. The toolbar is more prominent, showing various drawing tools like lines, rectangles, and text. The text on the slide is underlined, and a yellow highlight is visible under the word 'eLearning'. The 'Zoom --' control is no longer visible.

Admin page

OpenMeetings

home | Content | Meeting | Events | Administration

Users | Organisations | conferencerooms | Configuration | Language-Editor | Backup

0 - 11 of 11

id	login	firstname	lastname
1	admin	dragos	berberiu
4	gabobrescu	Gabi	Dobrescu
5	ioancaranu	Ion	Rocaranu
6	ioaneserv	ioaneserv	reacur
7	ipal	ipal	ipal
8	ipapirman	Roman	Gipi
9	ioan_ion	ioan	ion
10	ioanescu	ioan	redu
11	ioanescu	ioan	redu

Userdata

Login:

Password:

Retype:

Firstname:

Lastname:

Mail:

Birthday:

Street/No:

ZIP/Town:

Country:

status:

Userlevel:

Address-Info:

organisations:

Create the new conference room

OpenMeetings

home | Content | Meeting | Events | Administration

Users | Organisations | conferencerooms | Configuration | Language-Editor | Backup

0 - 50 of 9

id	Name	public
1	public Conference Room	true
2	private Conference Room	false
3	public Audience Room	true
4	private Audience Room	false
8	Prezentare AULA	true
9	Ripa	true

Conferencerooms

name:

type:

public:

comment:

organisations:

*Departamentul pentru Încățământ Distribuit
Avansat la Distanță*



Thank you!

Ion ROCEANU
iroceanu@gmail.com
<http://adl.unap.ro>

71st NTG WG&ED – Jurmala, 26th May 2008

Training and Education in Peace Support Operations (TEPSO) - Module 23 Mine Awareness



INTERNATIONAL RELATIONS AND SECURITY NETWORK - Managing information, sharing knowledge

Goals of Presentation

- Report on the production of the first TEPSO module
- Share lessons learned
- Information on further activities

2

Outline

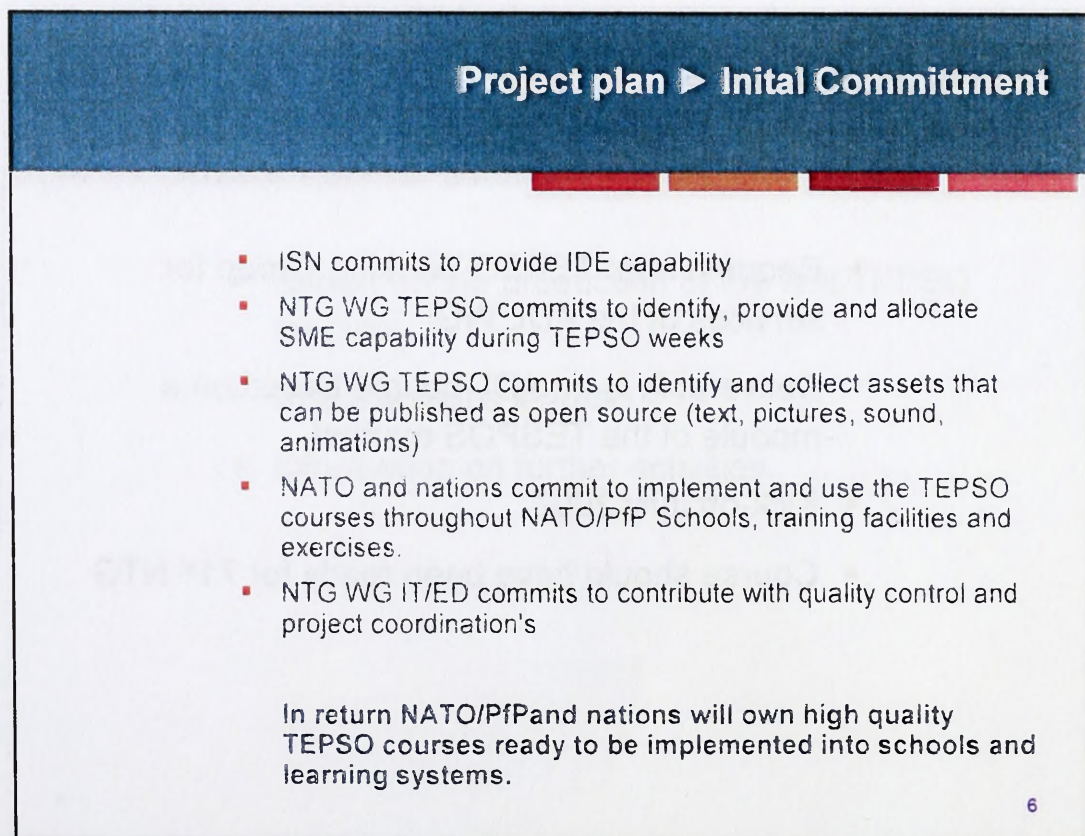
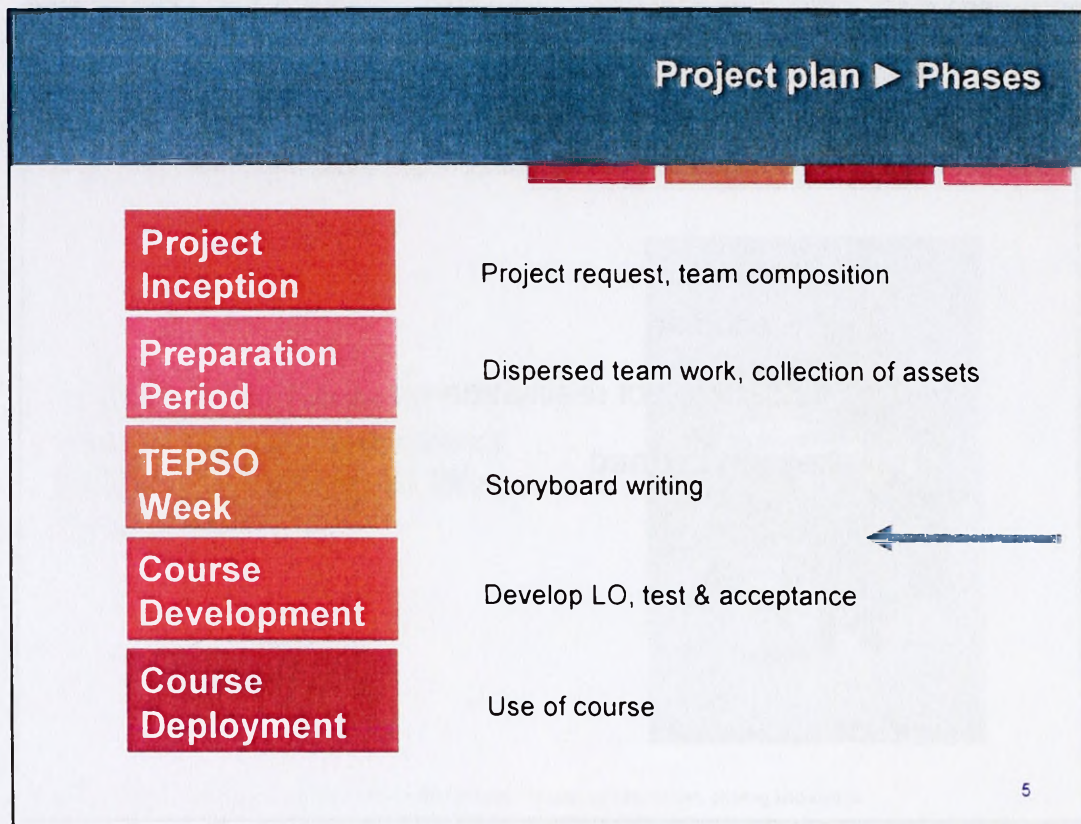
- Project plan
- Actual project realisation
- Lesson learned
- Outlook

3

Project plan ► General Information

- Request from TEPSCO Working Group for services of the ADL WG
- Deliverable is an ADL course based on a module of the TESPOS manual
- Kick-off July 2007
- Course should have been ready for 71st NTG

4



Actual Project Realisation ► Inception Phase

- **Module Selection:** those parts of the TEPSO manual were identified
 - that allow for e-learning
 - that have highest priority
- **Determine Learning Objectives:** initially all 19 learning objectives were from the module selection list
- **Team identification and composition:** No Curriculum Integration Officer was found, and only one single SME was found
- **Go / no go decision**

7

Lesson Learned ► Inception Phase

We learned, that...

- ... nations are not prepared to contribute Subject Matter Expertise

This could be due to...

- ... unclear request, what exactly was asked for
- ... lack of interest / commitment

8

Actual Project Realisation ► Preparatory Period

- **Set up ICT infrastructure:** an online collaboration space was set up
- **SME collect assets:** SME compiled all kind of material that he thought useful for the TEPSO week
- **Course re-use communication:** nobody made sure that all important multipliers were asked for input and were committed

9

Lesson Learned ► Preparatory Period

We learned, that...

- ... SME are perfectly prepared to compile assets.
- ... it is unrealistic to assume that participants find time to work on the learning objectives before the design week starts.
- ..there is no online collaboration space needed. It is perfectly OK to use only mail.

10

Actual Project Realisation ► TEP SO Week

Day 1. Kick-off

- Review assets
- Rewrite learning objectives
- Agree on course structure

Day 2. Write storyboard

- Decide on parts to be re-used from ACT ISAF Course
- Write content
- Write test items
- Allocate media

Day 3. Write storyboard

- Write content
- Write test items
- Allocate media

Day 4. Review storyboard

- Finalise storyboard
- Harmonise material

Day 5 Wrap up session

- Gather lessons learned

11

Actual Project Realisation ► Content of the Storyboard

1 INTRODUCTION TO MINE AWARENESS

5 FINDING EXPLOSIVE DEVICES

2 CATEGORIES AND EFFECTS OF MINES AND UXO

6 BASIC MINE / UXO / IED DETECTION ASSETS

3 IMPROVISED EXPLOSIVE DEVICES (IED)

7 AFTER AN INCIDENT

4 SIGNS/INDICATIONS OR MINES / UXO AND IEDs

TEPSO – MINE AWARENESS COURSE

12

Actual Project Realisation ► Storyboard Form

SCO 4. SIGNS/INDICATIONS FOR MINES / UXO AND IED S

LEARNING OBJECTIVE: Soldier can name indications for mines / UXO in the terrain. Soldier knows symbols of minefield maps.



⊕ **Title Page 1: Mine Marking**

There is no global marking standard for mines, but a set of symbols and signs can be used in an area that is contaminated by mines.

Examples are:


- Red sign with white text and skull
- Yellow sign with black text and skulls
- Red or blue colored stones
- Yellow ribbons with white text

Normally each UN/NATO mission like ISAF and KFOR describes valid mine marking signs and methods in their Standard Operation Procedures (SOP)

Actual Project Realisation ► Storyboard Form


8. What category of explosive device is displayed in the picture below? Please check the best answer.



- Pressure anti-person mine
- Fragmentation anti-person mine
- Anti-tank mine
- Grenade
- Ammunition
- Bomb

9. Which working mechanism has the explosive device in the picture? Please check the best answer.

⊕



- Photo-sensible trigger
- Pressure trigger
- Trip wire trigger
- Detonator chord
- Electric trigger

Lesson Learned ► TEP SO Week

We learned, that...

- ... the learning objectives have to be re-written with regard to testing
- Process was too much to be read for SME
 - He wants a one-pager
 - Process has to be seriously simplified
 - We need simple forms to structure the work process
- Process should not be generic but be cut for TEP SO
 - Exclude information on project request,
 - include target group description
 - Include contribution options
 - Include POC Klaus Seidel

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Actual Project Realisation ► Development

- **Develop multimedia concept:** mood board for poster, course and slides.
- **Develop learning object:** enter material into editor, add media
- **Testing & accepting:** so far subject matter, instructional and technological aspects have not been reviewed

16

Lesson Learned ▶ Development

We learned, that...

- The 60 elapsed days are enough to develop the course
- Storyboard content that has not been prepared during TEP SO week could not be delivered
- Sharing material from other courses was no issue, ACT was very helpful

17

Actual Project Realisation ▶ Sample Content Page

SCO 4. Signs/Indications of Mines/UXOs and IEDs

Page 1: Mine Marking

Mine Marking

There is no global marking standard for mines, but a set of symbols and signs can be used in an area that is contaminated by mines.

Examples are:

1. Red sign with white text and skull
2. Yellow sign with black text and skulls
3. Red or blue colored stones
4. Yellow ribbons with white text

Normally each UN/NATO mission like ISAF and KFOR describes valid mine marking signs and methods in their Standard Operation Procedures (SOP)



Actual Project Realisation ▶ Sample Test-Item Page

Page 8: Summary

Summary



This module has covered the different types of IED's you could encounter while in theater

- Radio controlled IED
- Command wire IED
- Timed IED
- Victim operated IED
- Vehicle borne IED
- Suicide IED
- Suicide vehicle borne IED
- Projected IED
- Different types of IED events

1. Please select all different categories of mines from the list below. There is more than one correct answer.

- Vehicle borne mine
- Anti-tank mine
- Radio controlled mine
- Anti-personnel mine
- Anti-checkpoint mine

2. Please choose the right definition of UXO.

- Unknown explosive object

Actual Project Realisation ▶ Missing Subject Matter

Page 2: After an IED Incident

After an IED Incident

Dummy Picture

IS THERE A STANDARD PROCEDURE USED FOR ALL NATIONS AND DIFFERENT MISSIONS?



Actual Project Realisation ► Deployment

None of the below mentioned steps of Deployment Phase was carried out since the course is still missing subject matter.

- Add metadata
- Go live
- Use of course
- Evaluate learning object

21

Outlook ► Minimum Requirements

The course will be rolled-out by DATE or the project is stopped.

- If the missing subject matter cannot be provided by the TEP SO WG the project will not be continued.
- If the missing subject matter is provided by TEP SO WG the course will be finished by ISN as well as PR-material for ist dissemination.

22

Outlook ► Objectives

If the course is rolled-out by DATE the following objectives have been set:

The project will be considered **successful**

- If at least 10 countries use the course
- If more than 4.000 users take the course during its first year

The project will be considered **failed**

- If less than 5 countries use the course
- If less than 1.000 users take the course during its first year
- If nations do not embrace the course 6 months after go-live

Outlook ► Modules in TEP SO Manual

- | | |
|-------------------------------------------|-----------------------------------------------------------|
| 1. Checkpoint | 13. Crowd and Riot Control |
| 2. Observation Post | 14. Co-operation/Co-ordination with IOs, GOs, NGOs |
| 3. Patrol | 15. Public Information Operations |
| 4. Convoy | 16. Supporting Humanitarian Relief |
| 5. Escort | 17. International Law |
| 6. Fact Finding and Information Gathering | 18. Legal Framework |
| 7. Inspection and Verification | 19. Search Operations |
| 8. Negotiation and Mediation | 20. Mission Area Information |
| 9. Investigation | 21. Ethical Characteristics and Code of Conduct |
| 10. Communication | 22. Stress Management |
| 11. Liaison | 23. Mine/UXO and Ammunition Awareness |
| 12. Detention/Custody/Arrest | 24. Force Protection |

► Thank you

www.isn.ethz.ch
Managing information, sharing knowledge

Alexandra Toedt
Head of e-learning

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25

International Relations and Security Network ISN
Managing information, sharing knowledge



Re-use of courseware: some thoughts. Jurmala meeting, 27 May 2008.

Introduction

This is a speech from an “old ADL believer”

- What did we want
- Where did we go
- What are the lessons we have identified, maybe learned

What did we want

The following points were obvious:

- ▄ ADL can be cost-efficient, especially with many students
- ▄ Re-use fosters smaller costs per learning minute
- ▄ Re-use of content among many nations leads to T2 and interoperability

Where did we go

We made some basic distinctions:

- ▄ Courses are not Web pages (missing didactical aim, missing interactivity, missing student tracking). But Web pages *can* be used for learning.
- ▄ Learning objects are not courses. Both can be used for learning, but learning objects usually have a smaller size, are designed for reuse, can be delivered separately at individual needs.

Where did we go

We wanted ADL, thus SCORM, which is made for learning objects used in an ADL environment. SCORM aims at its „ilities“:

- Reusability
- Affordability
- Durability
- Accessibility
- Interoperability

For us, this had an influence on instructional design...

Where did we go

Reusability for LO design:

- „Neutral“ visual design (no logos, no psychedelic colors)
 - „Adaptable“ visual design (different looks with CSS, different behaviours)
 - Easy content adaptation (language translation, content change resulting in LO variations) (although this is against „durability“, content *is* changed before re-use)
- Separation of content and design.

Where did we go

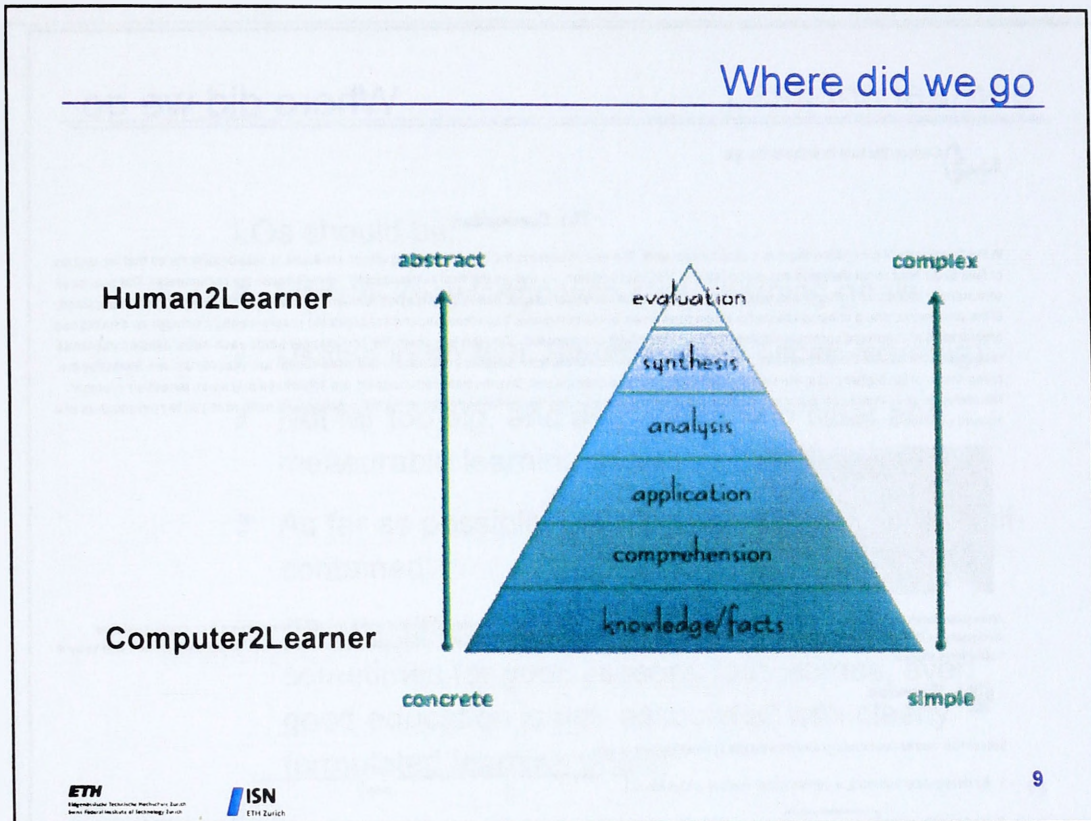
Affordability for LO design:

- For us, affordability was more than just re-use of learning objects – the objects have to be affordable themselves – low production costs, easy maintenance.

Where did we go

Durability for LO design:

- We had contextual ways to make stuff durable:** We concentrated on factual knowledge; e.g., opinions were converted to expressions of opinion..
- Simple technology:** not relying on changing plug-ins.
- Content stored in a logical manner,** exported/published in different looks
- Division of learning content.:** learning objects are better adopted to factual knowledge than to higher academical goals such as „scientific discussion“. We distinct between asynch. ADL („durable“ content), and synch. DL („changing“ content),;with publication principles in ADL,



Where did we go

Availability and interoperability for LO design:

- Content should work on many browsers, and over the time. As a result, we have a 'Low tech' approach to LO technology: We use only widespread stuff

ETH
Eidgenössische Technische Hochschule Zürich
Swiss Federal Institute of Technology Zurich

ISN
ETH Zurich

10

Where did we go



Click on the icon to listen to the text.

The Commander

In the framework of the military there is a structure for rank. The commander is the highest-ranking officer. He alone is responsible for all that his unit do or fails to do. He cannot **delegate** this responsibility. The final decision, as well as the final **responsibility**, remains with the commander. The successful commander delegates authority and fosters an organizational climate of **mutual trust**, **cooperation**, and **teamwork**. He promotes an understanding of the procedures and a common basis for action at all levels of his command. The commander discharges his responsibilities through an established organization of command **delegations** - called **chain of command**. Through this chain, the commander holds each **subordinate** commander responsible for all that the subordinate unit does or fails to do. All **orders** from a higher commander to a subordinate are **issued** by the commander of the higher unit to the commander of the next subordinate unit. Intermediate commanders are **bypassed** only as an exception in urgent situations. In such instances, both the commander issuing the order and the commander receiving the order should notify immediate commanders of it content as soon as possible.



After you finish listening, silently read the paragraphs again. Next, click on the dictionary icon on the top bar, use the glossary or consult on-line dictionary at the URL <http://www.onelook.com>, and look up those words you do not know. Then click on the triangle for the notes function and copy it definitions there.

Exercise

Insert the correct vocabulary words into the following sentences.

1. By delegating authority, a commander fosters a climate of _____, _____ and _____.
2. If possible, never _____ your immediate commander.

Lessons learned

SCORM is basically a brick model:

- Content is chunked or (re-)built in small pieces around learning objectives
- Then used and re-used in different set-ups
- Leading to cost savings and 'adaptability' via SCORM 2004

Lessons learned

LOs should be:

- ▄ Factual knowledge with clear learning goals
- ▄ Usable in an ADL Situation (self paced learning)
- ▄ Not far too big, and associated with clear and measurable learning goals.
- ▄ As far as possible, learning objects should be 'self-contained'

=> This is difficult to get with educators, and sometimes for good reasons (sometimes, even good education is not associated with clearly formulated learning goals)

Lessons learned

Re-use was difficult to get, and never took place in the way it should. Among schools and teachers, we had:

- ▄ Divergences on subject matters (terminology, content chunking, content granularity and focus)..
- ▄ Local preferences as to didactics.
- ▄ 'Constructivist needs' of teachers, etc.

Lessons learned

Lessons learned about re-use:

- We saw courses being re-used in special cases (courses done in collaboration, and representing a general curriculum need). Collaboration in courseware projects is key!
- Learning objects as such were never re-used, but snippets were.
- 'Constructivist needs' of teachers are tremendous and hinder re-use, but sometimes justified for contextualization and cost reasons.

Lessons learned

Lessons learned on local adaptation:

- Teachers need to adopt their teaching (curriculum impact)
- If let to do so, and able to do so, teachers will change the course, which will lead to variation issues when new versions come up.

Lessons learned

Other lessons learned:

- Technology is still an issue (bandwidth less a problem than years ago, but still an issue. Browser versions and plug-ins remain an issue, which changes constantly (Scorm needs mobile code such as Flash, Java script, Java).
- Language is an issue (translation vs. localization vs. international terminology, browser versions still an issue, translation of metatags rarely discussed, etc.)

How to chunk and re-use content

Lessons learned about working in a network:

- We had to reduce ourselves, and get a precise idea about what we want:
What do we do ourselves, what do we let the others do. We had to limit our work to the essential, live with unprecise areas, etc.

Contact

ADL WG

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Timo Staub

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h

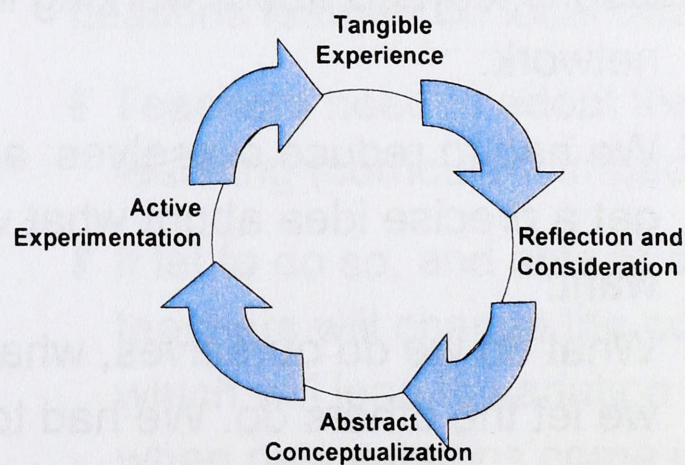
ISN E-Learning

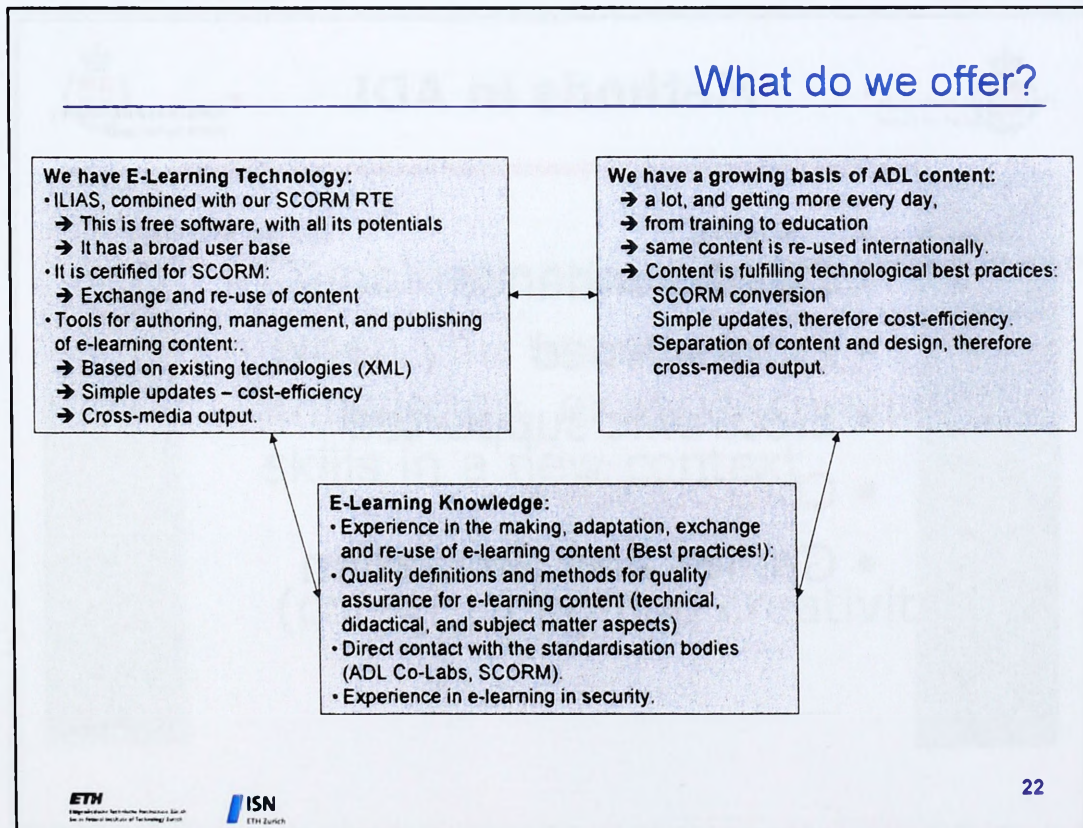
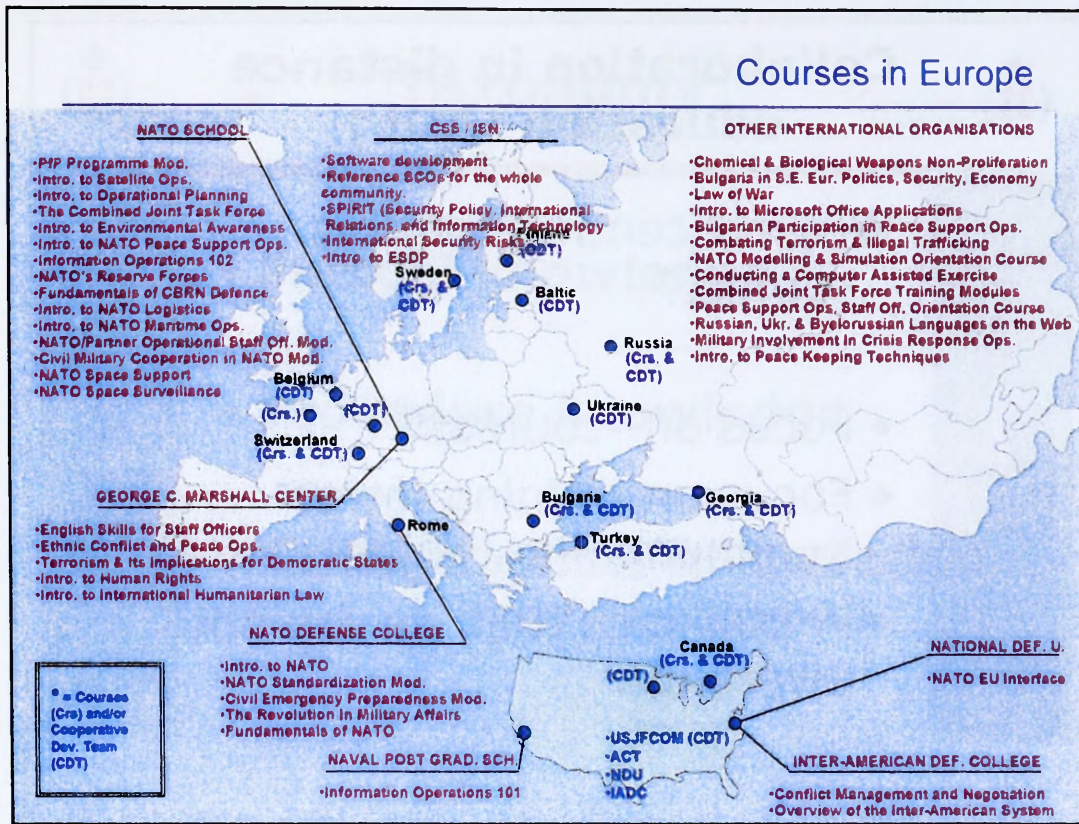
Alexandra Tödt

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h

Didactical Model No. 1

David Kolb's learning cycle:







Collaboration in distance education (ADL)

FORSVARSAKADEMIET
Institut for Pædagogik

Why concentrate on this subject?

- Focus on "courses"
- Focus on training lower taxonomy knowlegde
- Possibilities that we are not aware of!



Methods in ADL

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- Correspondence
- Programmed
- Electronic supported
- **Collaborative**
- Games and simulation



Taxonomy

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- Factual knowledge
- Procedure knowledge
- **Combination knowledge**



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- Combination knowledge:
when you use your
knowledge, experience and
skills in a new context

(construction and creativity)

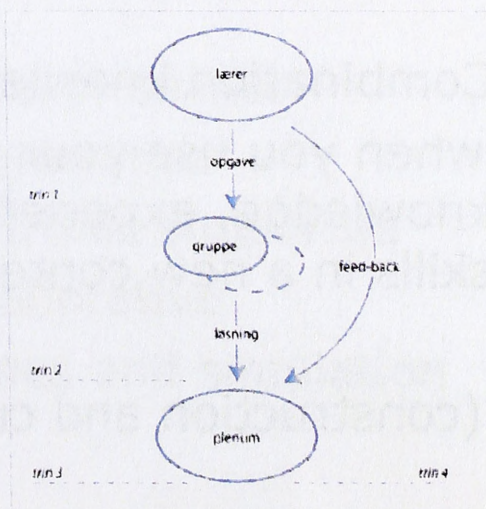


How to collaborate? FORSVARSAKADEMIET Institut for Pædagogik

- Tasks with high complexity
- Small formal teams/groups
- Interaction
- Utilize powers from each
- Present, synchronous or asynchronous
- Using different "tools"
- Teacher as the "facilitator"



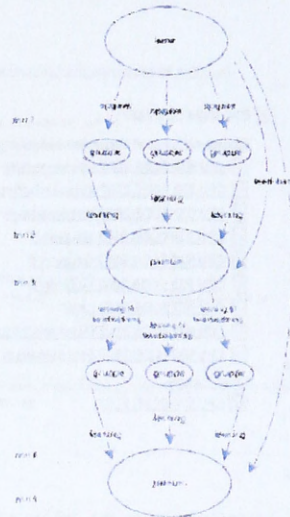
Collaborate model I FORSVARSAKADEMIET Institut for Pædagogik





Collaborate model II

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Collaborative model III

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Main structure

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Institut for Pædagogik

CFU 932 FLOS 2007

Discussions and document-sharing forums

- [CFU 932 FLOS 2007 Klassevejledning](#)
- [CFU 932 FLOS 2007 Kursusinformation](#)
- [CFU 932 FLOS 2007 Lærervejledning](#)
- [CFU 932 FLOS 2007 Gruppe 1](#)
- [CFU 932 FLOS 2007 Gruppe 2](#)
- [CFU 932 FLOS 2007 Gruppe 3](#)
- [CFU 932 FLOS 2007 Café](#)
- [CFU 932 FLOS 2007 Medlemsbibliotek](#)
- [CFU 932 FLOS 2007 Elev og lærer](#)

Chat rooms

- [CFU 932 2007 FLOS](#)



Discussion topic

FORSVARSAKADEMIET
Institut for Pædagogik

1. Gruppe

1

besvarelse [Reply](#)

[Frank Frankisen](#)

Posted on 2007-11-21 15:13

Total Accesses: 17 [View names of users who have accessed this entry...](#)

Det afhænger jo lidt af, hvilken pædagogisk tilgang man har, men med en socialkonstruktivistisk tilgang, så er der gensidigt ansvar for egen og fælles læring. Og hvad indebærer det så fx:

Eleven skal:

- Acceptere at skulle bidrage til den fælles læring, bl.a. ved at bidrage aktivt i læringsprocessen og i udarbejdelsen af fælles produkter.
- Bidrage til skabelse og opretholdelse af et fællesskab, som er baseret på fælles accepterede værdier om, hvad gensidigt ansvar for egen og fælles læring indebærer. Det er ofte en god ide at udarbejde en form for kontrakt, så man får afklaret de individuelle forventninger og bliver enige om, hvordan gruppen skal fungere.
- Jævnligt (dagligt?) tjekke ind på læringsplatformen for at se efter beskeder og nye indlæg, som kræver besvarelse etc.
- Selv være opsøgende i valget af litteratur og i det hele taget tage ansvar for egen læring
- Dele viden med andre
- Kunne give konstruktiv feedback til de andre elever
- Kunne påtage sig forskellige roller i gruppens arbejde, fx præsentør, opponenter, moderatør.
- Kunne respektere andres mening
- Kunne mobilisere egne ressourcer
- Kunne omstille mål og delmål
- Værdisætte eget og andres fremskridt

Som det fremgår af ovenstående, er der mange punkter, der vil gælde også for f2f undervisning. Den primære forskel ligger nok mest i, at det er vanskeligere at kommunikere og at opretholde følelsen af et fællesskab og dermed opretholde det fælles ansvar for proces og produkter.



Group-discussion

FORSVARSAKADEMIET
Institut for Pædagogik

This entry not yet rated

[Carsten Carstensen](#)

Posted on 2008-02-18 23:20

Total Accesses: 23 [View names of users who have accessed this entry...](#)

Hej

Det er en stor mundfuld - jeg har bare økrevet der ud af.

Håber I kan bruge det som inspiration eller repetition..

Vi ses på onsdag

Carsten

Keywords: oel 3

Attachments

[Download all files as a zip file](#)



[pryzoopi - del 3.doc](#) [HTML](#)

2008-02-18 23:20



Replies:

17.1.

[Ja - stor mundfuld!](#)

[Jørn Jørgensen](#)

2008-02-19 10:08

[Reply](#)

Hej Carsten. Waw - du har gået til den. Godt indlæg - igen. Specielt den sidste del vil jeg kunne bruge for at indhente dig/er. Jeg går på med krum ryg. Venlig hilsen Jørn

17.2.

[Hej Carsten](#)

[Lars Larsen](#)

2008-02-19 11:41

[Reply](#)

Højej igen.

Ken sagtens bruge dine noter. Det er helt fint. Hvad med at vi laver en profil af hver af de fem grunddiscipliner på onsdag?



How to get overview

FORSVARSAKADEMIET
Institut for Pædagogik

Discussions and document-sharing forums

New entries	Forum name	New entries	Forum name
0	CFU 932 FLOS 2007 Klassevejledning	0	CFU 932 FLOS 2
0	CFU 932 FLOS 2007 Kursusinformation	1	CFU 932 FLOS 20
1	CFU 932 FLOS 2007 Lærervejledning	4	CFU 932 FLOS 20
4	CFU 932 FLOS 2007 Gruppe 1	29	CFU 932 FLOS 20
0	CFU 932 FLOS 2007 Gruppe 2		

Til disse funktionaliteter er der desuden udarbejdet læringsobjektive via e-læring (elektronisk PU) kan lære at anvende fælles værktøjet.



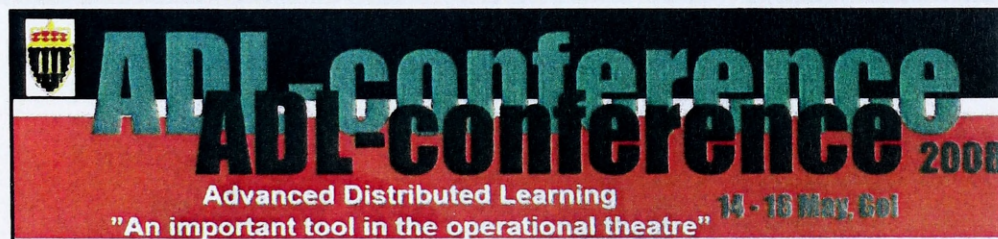
So – don` t miss the possibilities in collaborative learning!



Tank you for your attention!

Any questions?

NoD ADL Conference 2008



ADL-conference ADL-conference 2008

Advanced Distributed Learning
"An important tool in the operational theatre" 14 - 16 May, Gol



Rear Admiral
Louise Bastviken
CO Norwegian Education Command



Brigadier General
Barthold Hals
CO ARMY TRADOC



Mr Joe Camacho
US Joint Forces Command,
Program Manager JKDDC, US
Chairman NTG WG IT/ED



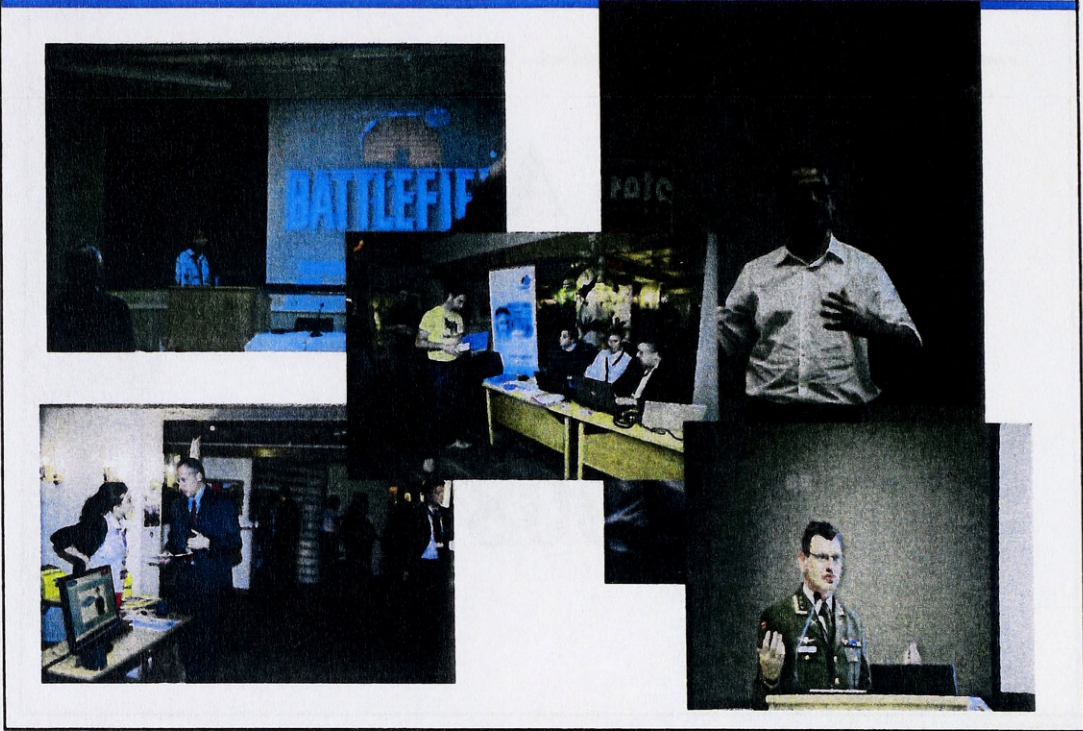
Dr Robert Wisher
Director ADL Initiative, US



Donald Clark,
Line Communications, UK



Bill Railer
Canadian Defence ADL Partnership lab



ADL an important tool in the operational theater

NTG Working Group IT/ED NATO Training Group

ADL conference 2008

An excellent networking opportunity

USJFCOM
United States Joint Force Command

FFI Forsvarets forskningsinstitutt
Norwegian Defence Research Establishment

Kysteskadren

Sjøforsvarets skoler
KNM Tordenskjold

Luftforsvaret
Royal Norwegian Air Force

storyboard

CORENA

RIVENTI

DNV MANAGING RISK

simplico

ibruk

BAE SYSTEMS

SAAB

mintra

Ed antage group

LINE

KONGSBERG

GIUNTI labs

NTG Working Group IT/ED NATO Training Group

- 98 participants
- 8 nations
 - Norway
 - Sweden
 - Denmark
 - USA
 - UK
 - France
 - Canada
 - Italy
- 33 presentations over days



Norwegian ADL Partnership Lab



Nordic ADL Centre

Recommendation in the Norwegian Defense Study 2007 to establish a Nordic ADL Centre

Norway, Sweden and Finland



Next step is to develop a plan for how to do it



eLearning courses reused from other countries



1. Cultural Awareness Afghanistan
2. ISAF Pre deployment course
3. Trafficking in Human Beings,
4. Combating Trafficking in Human Beings

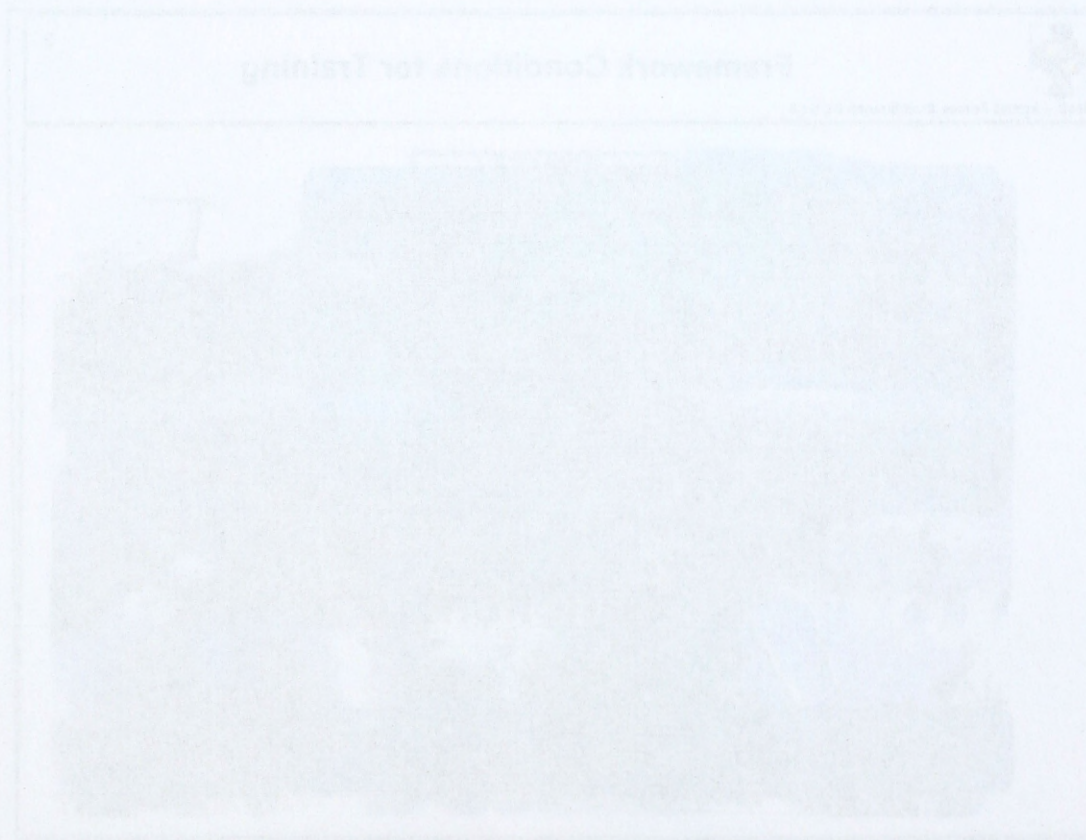
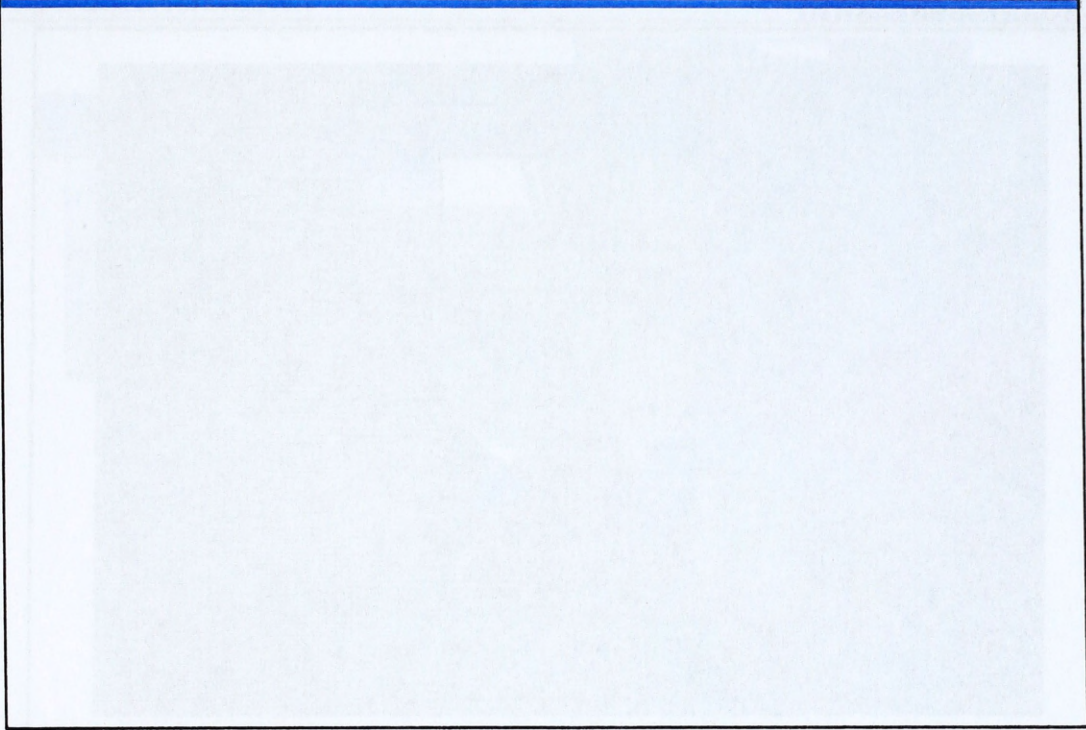
Simulator instructor education

Veiledning til simulatorinstruktører



Simulator instructor education

1. No joint education for the simulator instructors today
2. A joint education for Norwegian Defense personnel
3. Basic course on e-learning (September 2008)
4. Advanced course (1 week) at Simulator facility. (2009)
5. Highlights the important of facilitating pedagogical aspects in the use of simulators to enhance the benefits and effect of all our simulators and trainers
6. NoD Education Command is the subject owner





Modern Training Technologies: "The Way Ahead"

1

FMoD - Armed Forces Staff Branch Fu S I 6



LTC Thielmann
Assistant Branch Chief
Modern Training Technologies
Armed Forces Staff, German MOD
Jurmala, May 2008



Framework Conditions for Training

2

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FMoD - Armed Forces Staff Branch Fu S 1 6

Mission-Oriented Training Training Methods

3

Military Tools of the Trade



Drill and Modern Training Technology



High Training Quality



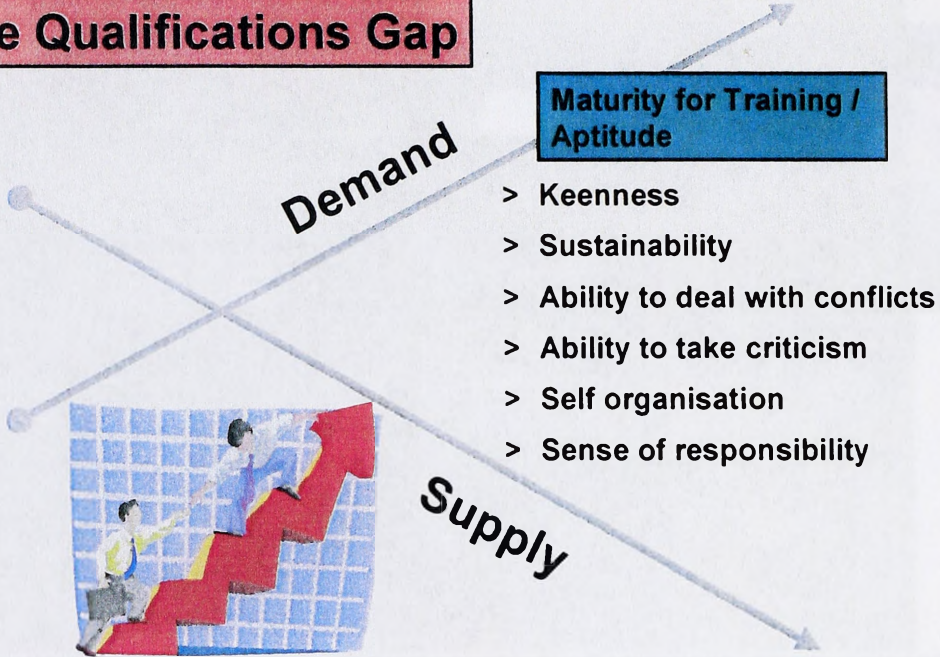
Challenges



Demographic Change

5

The Qualifications Gap



Competence in use of Modern Training Technology

6





New Methodological and Didactic Approaches



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Strategic Solutions

8

Distance Learning – The New Training Type

Harnessing Modern Training Technologies

Main Process Individual Training

IT Support on „one Platform“



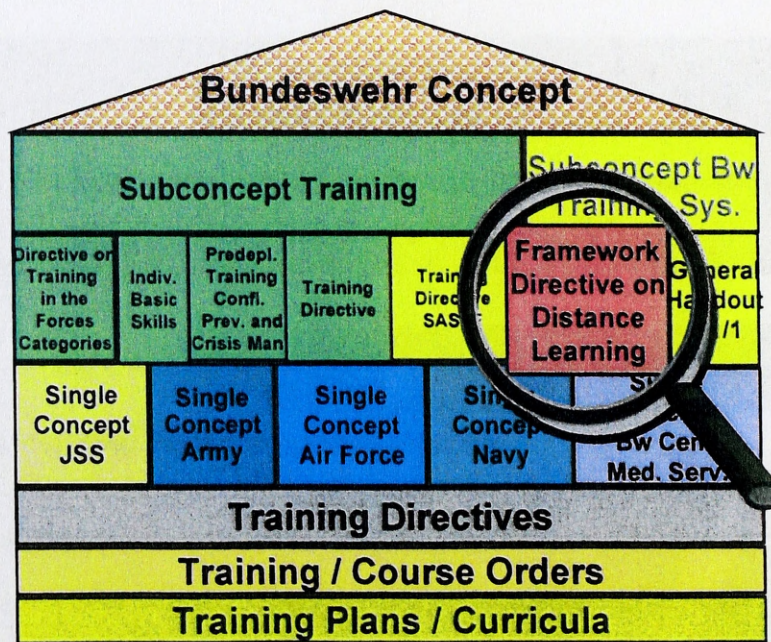
Current State of Distance Training



FMoD - Armed Forces Staff Branch Fu S I 6

Framework Directive on Distance Training

10





Essential Aspects

11

- Definition of "distance training" and "modern training technology"
- Technology-supported training (including computer-assisted training/computer-assisted language training)
- Use of simulation elements in distance training
- Participation in distance training (regulation regarding duty hours)
- Superior-subordinate relations during distance training
- Transport media (Internet/Intranet/bwtv/SatCom)
- Development of training contents (modular design/multiple-use principle/use of documentation for training/author teams/outsourcing)
- Types of content (MTT modules/MTT learning programs/ digitized contents)



Definition of Distance Training/ Technology-Supported Training

12

1. Distance training supports, complements and flexibilizes conventional training by making efficient use of modern training technology (MTT).
2. It offers the opportunity to gear training to operational requirements as demanded by the situation and to integrate lessons learned from operations into the training cycle as quickly as possible.
3. Distance training is designed as an independent technology-supported form of training which can - whenever possible and practical - be used in addition to classroom-based and practical-duty training. In this context, distance training always comprises real and virtual elements which are coordinated other in a didactically meaningful way.
4. Distance training also incorporates technology-supported training such as computer-assisted training (CAT) and computer-assisted language training.



Simulation and Distance Training

13

FMoD - Armed Forces Staff Branch Fu S I 5

1. Due to its strong action orientation, distance training is an appropriate form of training for the increasing use of simulation elements in individual and team training (M&S Subsystem of the Bundeswehr).
2. It aims at reviewing training success in a real-life environment or in a highly realistic digitalized scenario (MTT module).
3. In the fields of telemaintenance and telemedicine, in particular, an increasing number of options arise for pre-deployment training, but also for in-theater training through the use of such simulation elements.

Study on Simulation Elements in DT



Defence Portal

14

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Übersicht | Kontakt | Impressum | Admin

Ausbildungsportal der Bundeswehr

Willkommen beim Ausbildungsportal der Bundeswehr

Moderne Ausbildungstechnologie für eine moderne Bundeswehr

Dieses Ausbildungsportal wurde im Auftrag des Generalinspektors in der Abteilung IV des Streitkräfteamtes entwickelt und eingerichtet.

Ziel ist es allen Angehörigen der Bundeswehr einen zentralen Zugang zu Informationen im gesamten Aufgabefeld Ausbildung zu ermöglichen.

Das Ausbildungsportal bietet den Teilstreitkräften und Org-Bereichen einerseits Gelegenheit sich eigenverantwortlich zum Thema Ausbildung zu präsentieren, andererseits werden moderne Ausbildungstechnologien bereitgestellt, die die Kommunikation erleichtern

So können über die "Ausbildungsdatenbank" Tipps und Tricks aus der Praxis auf einer breiten Basis ausgetauscht werden. Darüber hinaus wird der Zugriff auf Lernprogramme im IntraNet von diesem Portal aus erleichtert.

Weisenburger
Brigadegeneral
KdF&S u. GenSKgemAusb

Linkliste Ausbildung

- Berufsförderungsdienst
- Führungsakademie der Bundeswehr
- Bundessprachenamt
- Modulsystem für Stabsoffiziere
- Lehrgangsanbieter KIT
- Vorschriften Online
- Bildarchiv MfNW Bw

Startseite

- Streitkräftegemeinsame Ausbildung
- Ausbildungslehre
- Fernausbildung Bundeswehr
- Teletutor Bundeswehr
- Ausbildungsdatenbank
- Digitale Ausbildungsmittel
- Digitale AHM
- AnTra



Technological Training Support

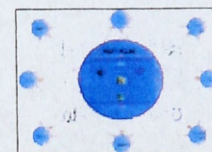
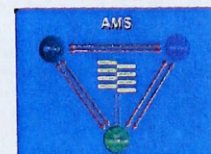


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Integration as the Key to Success

16

- **Learning Management System (LMS)**
tactical training support tool
- **Training Management System**
strategic tool for interlinking (supported) training with aspects of personnel management / development on the basis of organisational goals
- **Integrated Training Management System**
strategic tool integrating (supported) training beyond personnel / organisation into the data streams of the entire Bundeswehr process network and for harnessing these data streams

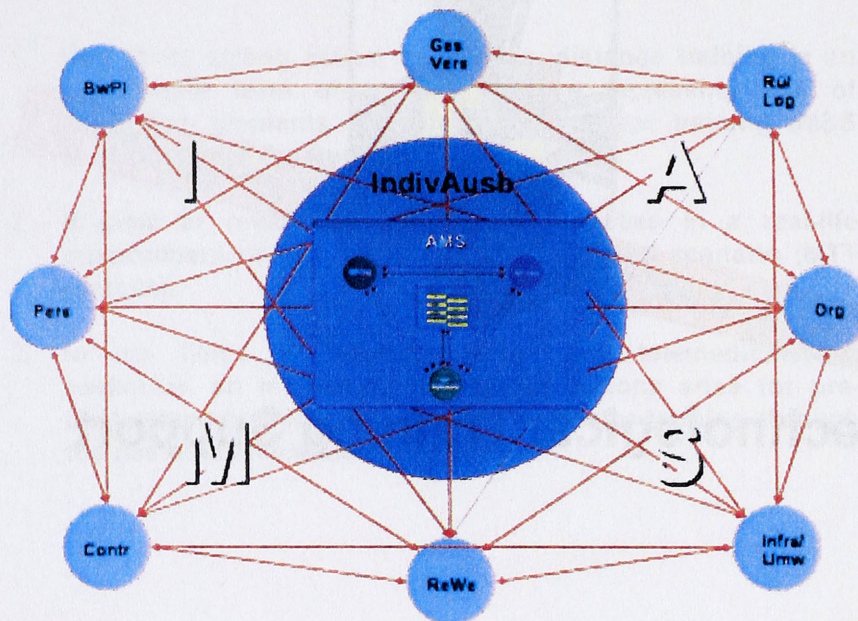




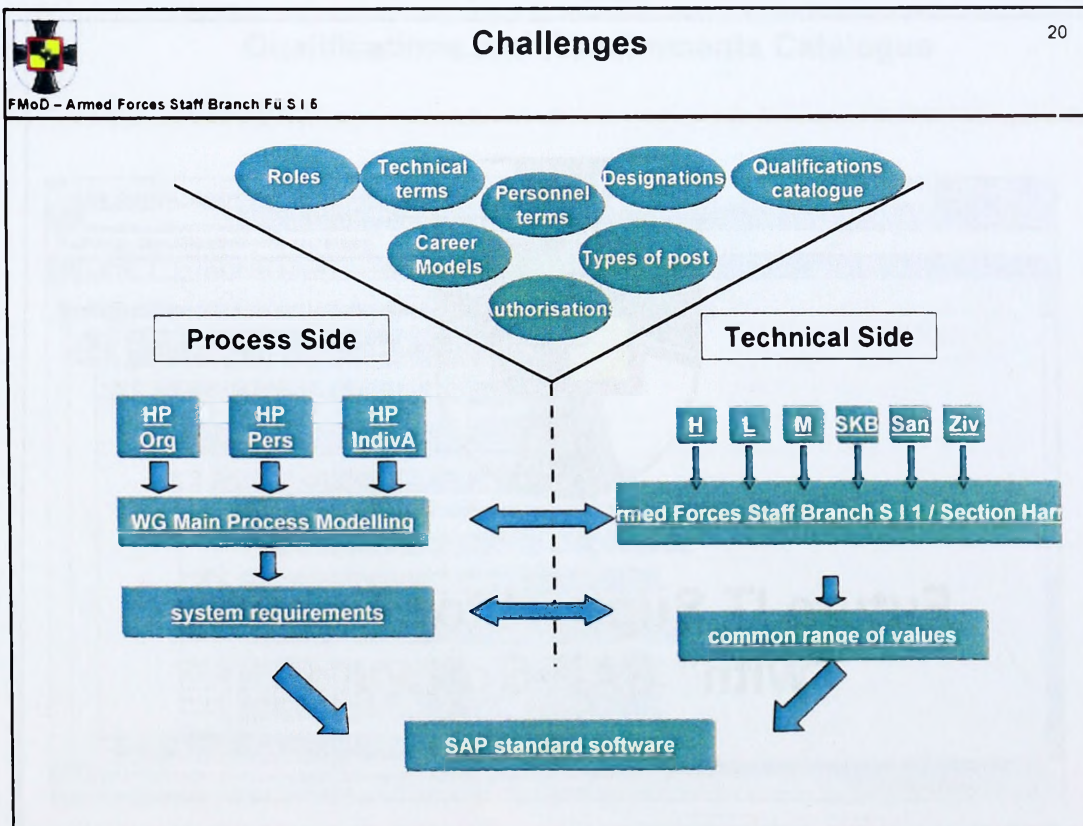
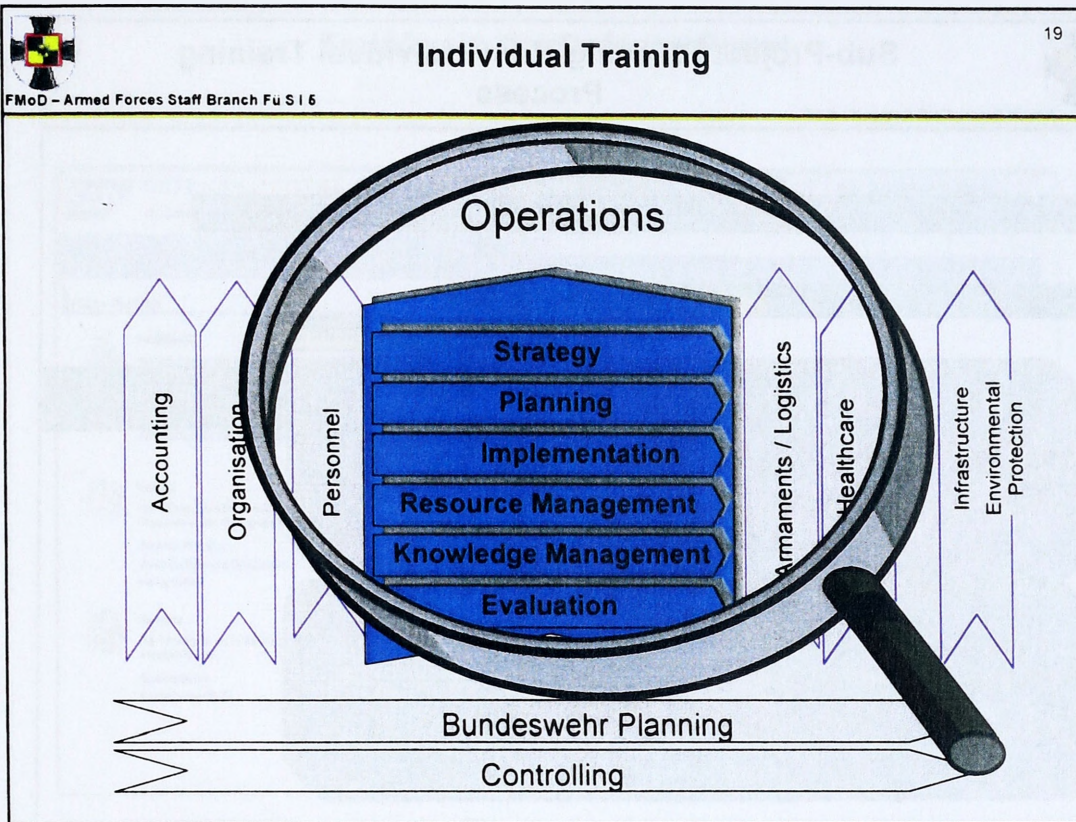
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Implementation Goal : Integrated Training Management System

17



**Main Process
Individual Training**





FMoD - Armed Forces Staff Branch Fu S I 6

Sub-Project Planning/Main Individual Training Process

21

2007 | 2008 | 2009 | 2010 | 2011 | 2012

ITMS I 1	ITMS I 2	ITMS II 1	ITMS II 2		
			ITMS III 1	ITMS III 2*	

ITMS I 1: Course place management/student administration

ITMS I 2: Support for the conduct of courses

ITMS II 1: Support for distance training ...

* IAW current overall SASPF planning

	ITMS I 1:	ITMS I 2:	ITMS II 1:
Implementation:	08/07 - 06/08	06/08 - 05/09	06/09 - 05/10
Test rollout:	07/08 - 09/08	06/09 - 08/09	06/10 - 08/10
Rollout:	10/08 - 12/08	09/09 - 12/09	09/10 - 12/10

...



Future IT Support for Training "with" SAP-Software



Training in the Defence Portal

FMoD - Armed Forces Staff Branch Fu S I 6

Ausbildung
Hier können Sie alle Ausbildungsangelegenheiten der Dienststelle einsehen und neue Ausbildungsvorhaben planen.
Profilvergleich
Lehrgangplanung
Ausbildungsplanung der Dienststelle

Einsatz
Hier können Sie sich alle zukünftigen, aktuellen und abgeschlossene Einsatzvorhaben der Dienststelle anzeigen lassen.
Personal im Einsatz
Kontingenzplanung Dienststelle
Verfügbarkeit

Berichte
Hier können Sie sich verschiedene Informationen über das FGG 3 als Bericht anzeigen lassen.
Qualifikationen
Einsatzbereitschaft

Planung
Hier können Sie die vorhandenen Planungen der Dienststelle anschauen und aktualisieren.
Planung übergeordneter Dienststellen
Wochenplanung
Quartalsplanung
Jahresplanung

Organisation
Hier können Sie sich organisatorische Grundlagen der Dienststelle anschauen.
Organisationsstrukturen
Auftrag
Personelles Soll
Materielles Soll



Qualifications and Requirements Catalogue

FMoD - Armed Forces Staff Branch Fu S I 6

Katalog: Qualifikation(en) anzeigen

- Ausbildung allgemein
- Ausbildung Admin. Fertigkeiten/kenntnisse
- Qualifikationskatalog
- Einsatzbereitschaft
- Fahrttauglichkeiten
- Stilleberufungsqualifikation
- Fahrerlaubnisse
- Besondere Qualifikationen
- Fahrerlaubnisse Kraftfahrzeuge
- Fahrerlaubnisse Rad
- Führung v. Fahrzeugen Klasse A, B, C/CE
- Fahrzeugführung öffentl. Straßenverkehr
- Fahrzeugführung in Estland
- Kenntnisse u. Fertigkeiten an Radfahrzeugen
- Fahrerlaubnisse
- Fahrerlaubnisse B
- Fahrerlaubnisse C
- Fahrerlaubnisse E
- Erfahrungen Technischer Dienst
- Fahrpraxis auf Kfz Klasse B, C/CE
- Kenntn. d. Gefahren d. Straßenverkehrs
- Kenntnisse der Fahrphysik
- Kenntnisse der Kraftfahrzeugtechnik
- Fahrerlaubnisse
- Fahrerlaubnisse



Training Course Planning

FMoD - Armed Forces Staff Branch Fu S I 6

SAP DEFENSE PORTAL
Willkommen, Herr Thomas Ma

Arbeitsplatz | Kurs | Kurse | Kurse | Kurse | Kurse | Kurse | Verwaltung | Persönliches

Lehrungsplanung

Wählen Sie einen der verfügbaren Termine für jeden Kurs

Start	Ende	Ort	Einrichtung	Freie Plätze	Voraussetzung
<input type="radio"/> 04.06.2007	05.09.2007	Sonthofen	Schule StDist	12	
<input type="radio"/> 11.10.2007	03.11.2007	Sonthofen	Schule StDist	23	
<input type="radio"/> 11.12.2007	03.01.2008	Sonthofen	Schule StDist	27	
Personalfeldweibel					
Grundlagen der Personalarbeit					
<input type="radio"/> 17.10.2007	19.12.2007	Sonthofen	Schule StDist	17	Grund PersBewb
<input type="radio"/> 06.01.2008	13.03.2008	Sonthofen	Schule StDist	22	Grund PersBewb
Personalfeldweibel Teil 1					
<input type="radio"/> 06.01.2008	16.03.2008	Sonthofen	Schule StDist	13	PersFw Teil 1
<input type="radio"/> 25.04.2008	06.06.2008	Sonthofen	Schule StDist	21	PersFw Teil 1
Personalfeldweibel Teil 2					
Personalarbeitung mit SAP					
<input type="radio"/> 10.09.2007	04.10.2007	Sonthofen	Schule StDist	6	
<input type="radio"/> 27.10.2007	16.11.2007	Sonthofen	Schule StDist	12	
<input type="radio"/> 06.01.2008	01.02.2008	Sonthofen	Schule StDist	22	

Klassifikation
Einheit: 1 / PzAMBr 255 | Person: Peter Jost

Suche:

Weitere Kurse buchen
Zu Trainingsaktivitäten



Course Place Management

FMoD - Armed Forces Staff Branch Fu S I 6

SAP

Dynamisches Veranstaltungsmenü

Aktueller Fkz: 01.01.2007 - 12.01.2008 Alle Sprachk...

Weiterbildungsmanagement Bundeswehr
 Lehrauftragsspezifische Lehrgänge
 Fachspezifische Lehrgänge

Ausbildung Militärfahrer/Reo

Kursnummer	Titel	Ort	Einrichtung	Freie Plätze	gebucht	Warteliste
122317	Spezialgrundausb. Kraftfahrer A					
122408	Spezialgrundausb. Kraftfahrer BCE					
119003	Vwd. Lehrg. für MKL-Anwärter					
08.01.2007 - 15.03.2007	DE: WVDLg MKLAn	nachbereitet Intern OsterScharm	23	frei	2 gebucht	0 Warteliste
11.01.2007 - 18.04.2007	DE: WVDLg MKLAn	nachbereitet Intern OsterScharm	22	frei	3 gebucht	0 Warteliste
18.04.2007 - 27.07.2007	DE: WVDLg MKLAn	fixiert Intern OsterScharm	1	frei	24 gebucht	0 Warteliste
03.07.2007 - 02.11.2007	DE: WVDLg MKLAn	fixiert Intern OsterScharm	0	frei	25 gebucht	0 Warteliste
10.10.2007 - 22.01.2008	DE: WVDLg MKLAn	fixiert Intern OsterScharm	25	frei	0 gebucht	0 Warteliste
119018	Vwd. Lehrg. für MKL Grundig BE/CE					
119022	Seminar 1 zum Grundig BE/CE					
119037	Seminar 2 zum Grundig BE/CE					
125278	Praktikum Teil 1 Fahrehrerausb					
125279	Praktikum Teil 2 Fahrehrerausb					
PRÜFUNG der Lehrproben						

Technische Ausbildung
 Fremdsprachentraining

701 | hw0423 | INS

SAP DEFENSE PORTAL
Willkommen, Herr Thomas Mai

Arbeitsplatz: FGG1 | FGG2 | FGG3 | FGG4 | FGG5 | Verwaltung | Persönliches

Überblick | Arbeitsort | Personaldaten | Einstellungen | Personalmanagement | Ausbildungsmanagement

Navigation

Home

Finden

Finden | Erweiterte Suche

Lehrgangskatalog

- strabeffübergreifende Ausbildung
- Ausbildung Heer
- Ausbildung Luftwaffe
- Ausbildung Marine
- Ausbildung Sanitätsdienst
- Sprechen
- Informationen

Mein Lernkonto

- Ausbildungsaktivitäten
- Lehrgangserneuerungen
- Qualifikationsprofil
- Profilvergleich
- Merkmale
- Einstellungen

Mitteilungen und Hinweise

Die folgenden Lehrgänge sind für Sie obligatorisch. Durch Klicken auf den Titel können Sie weitere Informationen über einen Kurs erhalten, sich registrieren oder ihn reservieren.

Lehrgang	Ausbildungsform
Führungslerngang PÜ IA	Fernausbildung
Weiterbildung Innere Führung	Unterricht
Schullehrer Handbuchen	praktischer Dienst

Meine Ausbildungsaktivitäten

Die folgenden Lehrgänge sind für Sie obligatorisch. Durch Klicken auf den Titel können Sie weitere Informationen über einen Kurs erhalten, sich registrieren oder ihn reservieren.

Lehrgang	Fortschritt	Dauer	Start	Tutor
Führungslerngang PÜ IA	IF Fortschritt: 50 %	Dauer: 20 Stunden	Start: Tele-Tutor: Hermann Müller	
Weiterbildung Handbuch Taktische Zeichen	VG Fortschritt: 0 %	Dauer: 5 Stunden	Start: Tele-Tutor: Hermann Müller	
Stoffverteilung mit OSuW	VKZ Fortschritt: 0 %	Dauer: 8 Stunden	Start: Tele-Tutor: Hermann Müller	

Aktualisieren

SAP DEFENSE PORTAL
Willkommen, Herr Thomas Mai

Arbeitsplatz: FGG1 | FGG2 | FGG3 | FGG4 | FGG5 | Verwaltung | Persönliches

Überblick | Personaldaten | Leistungsplanung | FMO S I 6 | Dienstleistungen | Personalmanagement | Änderungsmanagement

Lehrgänge

Durchgeführte Lehrgänge:

Lehrgang	Grund	Von	Bis	Ort	Ergebnis
Zugführerlehrgang Artillerie	Laufbahn	01.10.1995	30.06.1996	Ider-Obersten	Gut bestanden
Offizierlehrgang	Laufbahn	01.10.1996	30.04.1997	Hannover	Bestanden
Leitender Artillereschütze	Weiterbildung	01.10.2001	15.12.2001	Ider-Obersten	Bestanden
Politsche Bildung	Weiterbildung	01.05.2002	20.05.2002	Koblenz	Teilgenommen

Geplante Lehrgänge:

Lehrgang	Grund	Von	Bis	Ort	Bemerkung
Controlling Führungspersonal	Weiterbildung	12.09.1995	18.09.1996	München	

Verwendungen

Einheit/Dst	Dienstposten	ATB	Von	Bis	SESTAN
3./BeobPzArtBtl 721	GrpFhr	RohrUffz	01.07.1995	31.12.1995	U/SU
Artillereschule	Schüler		01.01.1996	30.04.1997	Zbv
2./PzArtBtl 755	ZgFhr	ZgFhrOffz	01.05.1997	30.09.1997	IA
UnibwH	Schüler		01.10.1998	31.12.2001	Zbv
4./PzArtBtl 255	ZgFhr	ZgFhrOffz	01.01.2002	30.11.2004	L/OJ
3./PzArtBtl 255	BtrChef	BtrChef	12.01.2004		

Kommandierungen

Grund	Einheit/Dst	Von	Bis	Lhr.
Dienstleistung	HUS 2	01.05.2003	31.06.2003	220456
Verwend.-Lehr	Artillereschule	01.10.2001	15.12.2001	123454
Verwend.-Lehr	ZInfü	01.05.2002	20.05.2002	123454

Ausbildung

Schulbildung	Abschlussdatum	Fachrichtung
Hochschule	12.12.2001	BWL

Sprache	Art / Prüfung	Datum
Englisch	SLP	17.04.2003
Französisch	Einstufungstest	20.08.2004

Führerschein

BCE

Einsatzausbildung

Ausbildungspass

Qualifikationen

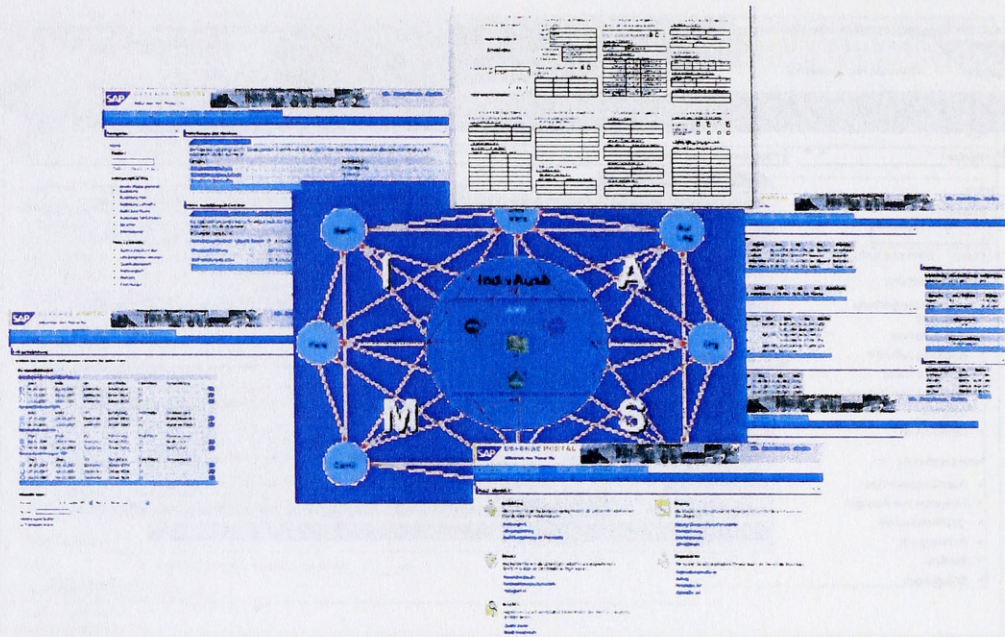
Qualifikation/ATN	Nr.	Datum
SchSoldat	5004567	31.12.1994
Rohr Uffz	500694	30.06.1995
ZugFhrOffz	3004638	30.04.1997
BtrChef	7004948	17.09.2004



Future Bundeswehr Training Management

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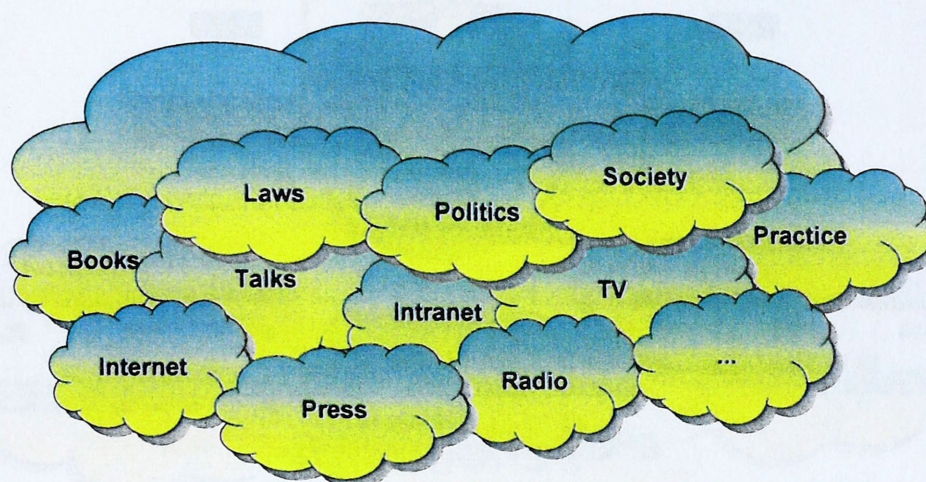
FMoD – Armed Forces Staff Branch Fu S I 6



Vision of Technology-Supported Training



Contents obtained from ...



Types of contents

MTT modules: (primarily for DT)

- Support cooperative learning
- Modular structure
- Consisting of digitized contents
- Option for multiple use
- Easy software modification
- "Unlimited" number of learners
- Intranet/Intranet capable
- SCORM compatibility ...

MTT learning programme: (primarily for CAT)

- Learner centred/optimized for target audiences
- Focused on "permanent" content
- Small steps/self-determined learning speed
- Training group: 12 - 15 people
- WAN capable, but used in the LAN
- Creation and maintenance/modification requires much effort
- SCORM compatibility ...

Digitized contents:

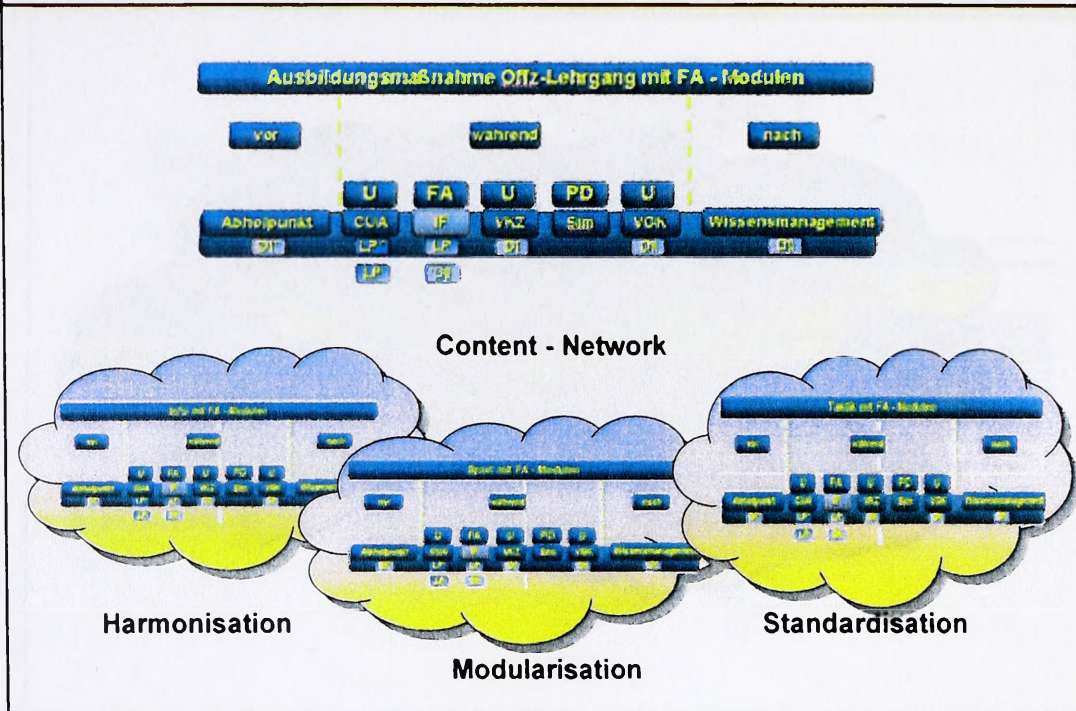
- Documents/plans/regulations
- Internet links
- Tests/exercises
- Individual curriculum modules/info modules
- Office documents (doc, ppt ...)
- Movies, pictures, videos
- MMS, SMS, mailings ...



Vision of Future Technology-Based Training

33

FMoD – Armed Forces Staff Branch Fu S 1 6



Invitation to 5th Distance Training Convention 2008

34

FMoD – Armed Forces Staff Branch Fu S 1 6

„Advanced distributed training ... – ... sharpens perspectives“

September 09th to 11th, 2008
at Helmut Schmidt University / University of the Federal
Armed Forces Hamburg

Main Topics

- Controlling in education
- Training and leadership
- Dynamic content

www.fernausbildung.org



Thank you!
Questions?



**NATIONAL DEFENCE UNIVERSITY WARSAW.
TOWARDS BOLOGNA PROCESS AND ADL**

CAPT. (NAVY) Piotr GAWLICZEK

tel. (+48) 22 68 13 922

e-mail: p.gawliczek@aon.edu.pl



PRESENTATION OVERVIEW

- **NDU WARSAW IN BRIEF**
- **BOLOGNA PROCESS**
- **CONFERENCE OF COMMANDANTS**





NATIONAL DEFENCE UNIVERSITY

WARSAW, POLAND

NDU WARSAW IN BRIEF



FACULTY

PROFESSORS - 28
ASSISTANT PROFESSORS - 35
DOCTORS - 129
MASTERS - 52



3



NATIONAL DEFENCE UNIVERSITY

WARSAW, POLAND

NDU DIDACTIC FACILITIES



5000 SEATS - 12 CONFERENCE ROOMS; 85 CLASS ROOMS
1200 PCs (800 INTERNET PORTS); 7 COMPUTER ROOMS

4



NATIONAL DEFENCE UNIVERSITY

WARSAW, POLAND

NDU LIBRARY



APPROX. 1 MILLION VOLUMES; 65 TITLES OF FOREIGN NEWSPAPERS AND PERIODICALS; 15 CR-ROM DATABASES



NATIONAL DEFENCE UNIVERSITY

WARSAW, POLAND

NDU SPORT FACILITIES



INDOOR SWIMMING POOL; 2 GYMS; MARTIAL ARTS ARENA; SAUNA; FITNESS CENTRE; OUTDOOR TENNIS COURTS; SPORTS FIELD; SHOOTING RANGE

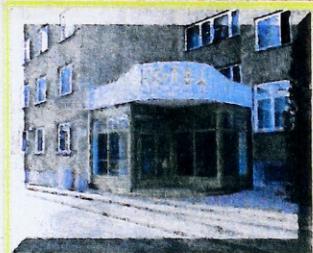


NATIONAL DEFENCE UNIVERSITY

WARSAW, POLAND



NDU SOCIAL SERVICES AND FACILITIES



950 BEDS IN HOTEL AND DORMITORIES;
DINING ROOMS & OFFICERS' MESS FOR 600 GUESTS

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WARSAW, POLAND



BOLOGNA PROCESS



8

NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

NTG
WG IT&ED

lecture on the Bologna Process for the academic staff

9


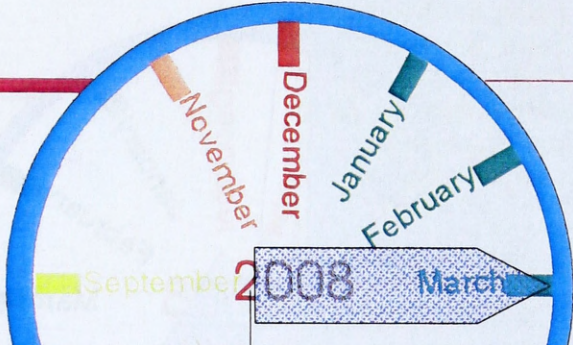
NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

NTG
WG IT&ED

information for the NDU supervisory staff about events and database

10


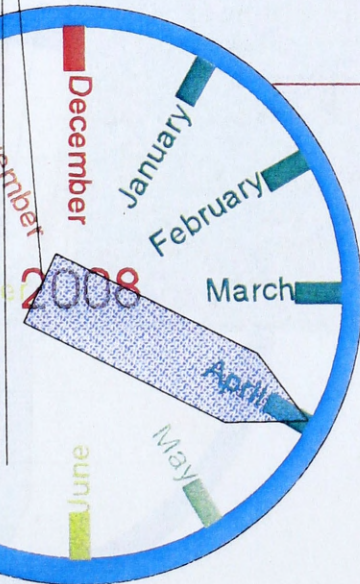
NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

- turn note for the vice-rector on realized trainings, note for the NDU's heads of departments about realized Bologna Process trainings,
- preparation of an article for the *EUA / Raabe Academic Publisher - summary sent,*
- invitation of Bologna Experts Team representative to give a lecture,
- acceptance of the *Conception* by the Commandant - Rector of the NDU,
- appointment of the rector's plenipotentiary for the Bologna Process

1

NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

- co-operation with Bologna Experts Team representatives on lectures in May and June,
- note for the NDU's heads of departments about implementing the *Conception,*
- lecture on the Bologna Process given by an Experts Team representative,
- resolution of the NDU's Senate on they agreement about Erasmus University Charter

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NTG
 WG IT&ED

- lecture on the Bologna Process given by the Experts Team represent.,
- participation of the NDU's representatives in events connected with the Bologna Process: in February - 3, in March - 2, in April - 3,
- appointment of the Bologna Process Commission

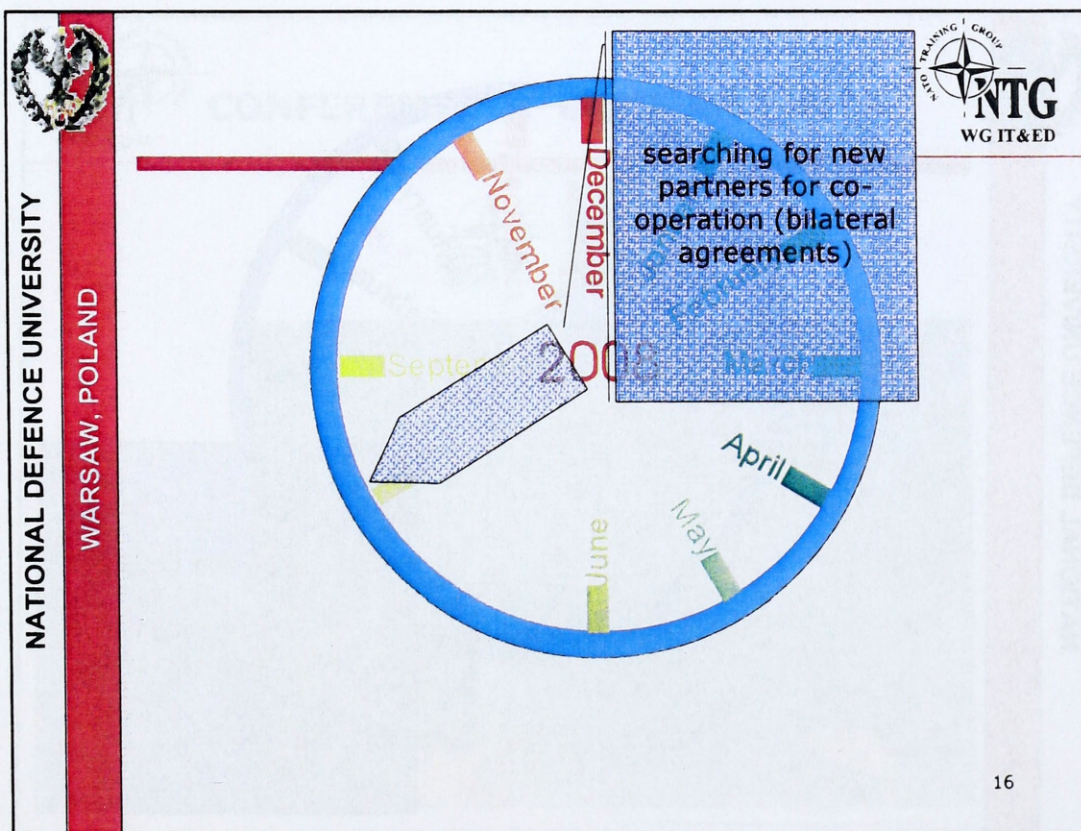
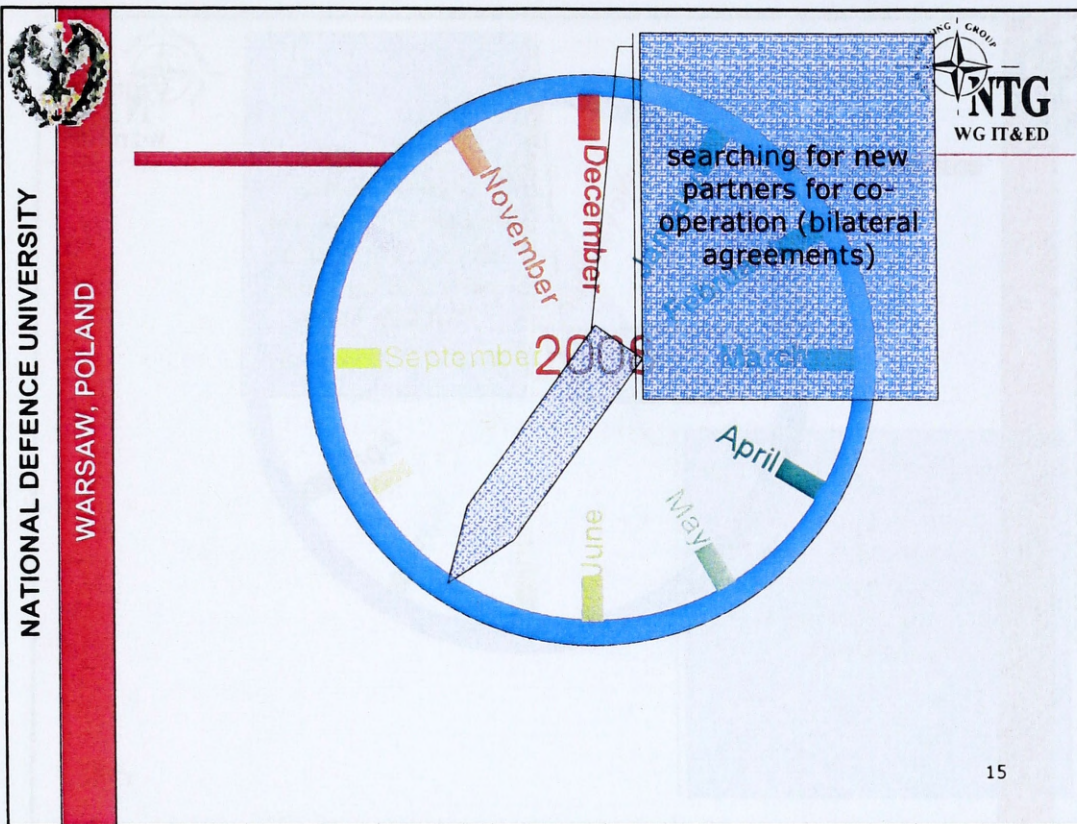
13

NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND



NTG
 WG IT&ED

- lecture on the Bologna Process given by an Expert's representative,
- resolution of the NDU's Senate on changes in the NDU's Statut,
- preparation of a formal document about creation of the Bologna Process Team

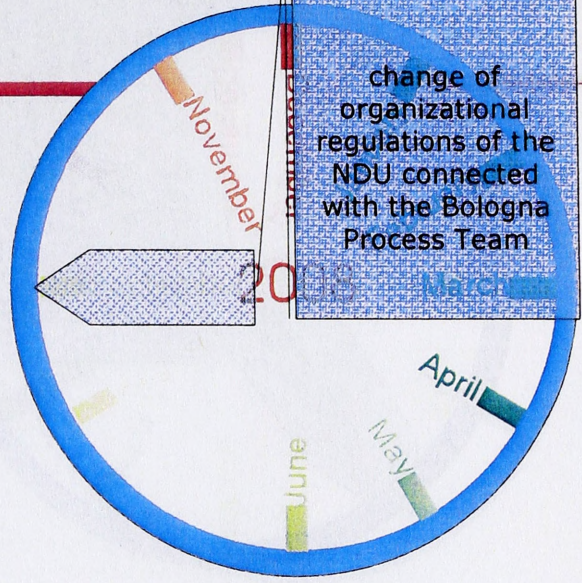
14



NATIONAL DEFENCE UNIVERSITY
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change of organizational regulations of the NDU connected with the Bologna Process Team

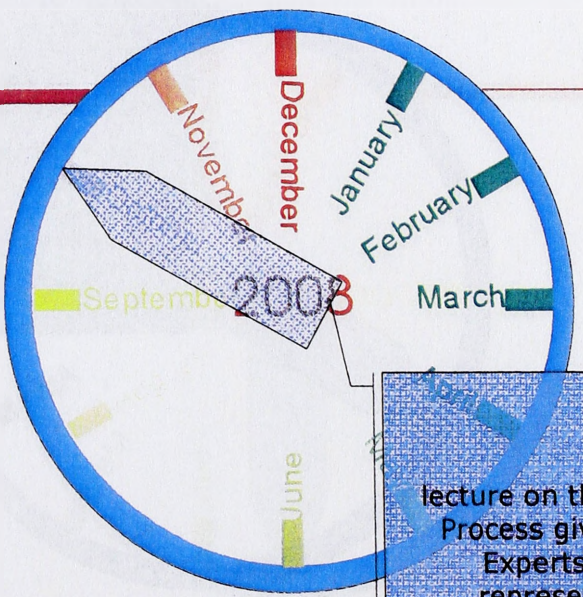


17

NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

lecture on the Bologna Process given by an Experts Team representative



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NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

TRAINING GROUP
NTG
WG IT&ED

December
January
February
March
June

September 2008

- filling in the application form,
- sending on-line application

NATIONAL DEFENCE UNIVERSITY
WARSAW, POLAND

TRAINING GROUP
NTG
WG IT&ED

CONFERENCE OF COMMANDANTS

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CHAIRMAN REPORT THINKING PLATFORM TWO

NEW CHALLENGES AND APPROACHES IN STRATEGIC-LEVEL
EDUCATION, KEY STUDIES, ADL, FEEDBACK AND
RESPONSIVENESS TO THE CURRICULUM

CHAired BY BG Janusz KRĘCIKIJ (POL A)
COMMANDANT-RECTOR, NDU WARSAW, POLAND



THINKING PLATFORM TWO/SETUP

SOME STATISTICS:

PARTICIPANTS - 44;

COUNTRIES:

NATO – 9, PfP – 5,

Australia,

Afghanistan

KEY SPEECHES - 3

GOOD DISCUSSION, NOT ENOUGH TIME – AS
USUAL



THINKING PLATFORM II/SETUP

- INTRODUCTION
- PRESENTATIONS/SPEECHES:
 1. BALTIC DEFENCE COLLEGE
 2. HELLENIC NDC
 3. NDU WARSAW
- SHORT BREAK
- DISCUSSION
- CONCLUSIONS

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1. CHALLENGES OF DISTANCE LEARNING IN SMALL MILITARY LEARNING ESTABLISHMENTS

BG Gundars ABOLS
(Baltic Defence College,
Commandant)

24



FINDINGS:

- 1. ONE WAY TO MAKE MOST OF NEW TECHNOLOGY IS TO ENGAGE IN NETWORKING AND RESOURCE SHARING**
- 2. READY TO COMMIT BALTDEFCOL TO PROJECTS OF MUTUAL INTERESTS IN ADL**



2. LESSONS LEARNED FOR STAFF OFFICERS OF NATO MEMBERS AND PARTNERS

Professor Gerrasimos KARABELIS,
Hellenic NDC



FINDINGS:

1. THE EDUCATION OF SENIOR OFFICERS SHOULD INVOLVE THE STUDY OF THE **INTEGRATED DEPLOYMENT OF MULTI-SERVICE, MULTI-NATIONAL FORCES**, THE IMPROVEMENT OF AN OFFICER'S ANALYTICAL CAPABILITIES
2. SINCE SECURITY IS NO LONGER AN ISSUE OF MILITARY CONCERN, AGENCIES RESPONSIBLE FOR A COUNTRY'S EXTERNAL SECURITY SUCH AS **THE MILITARY ORGANIZATION AND INTELLIGENCE SERVICES HAVE TO LEARN TO CO-OPERATE WITH INTERNAL SECURITY AGENCIES** SUCH AS THE POLICE FORCES AND SECURITY, EDUCATION, FINANCE, TRANSPORTATION, HEALTH AND DISASTER RELIEF SERVICES

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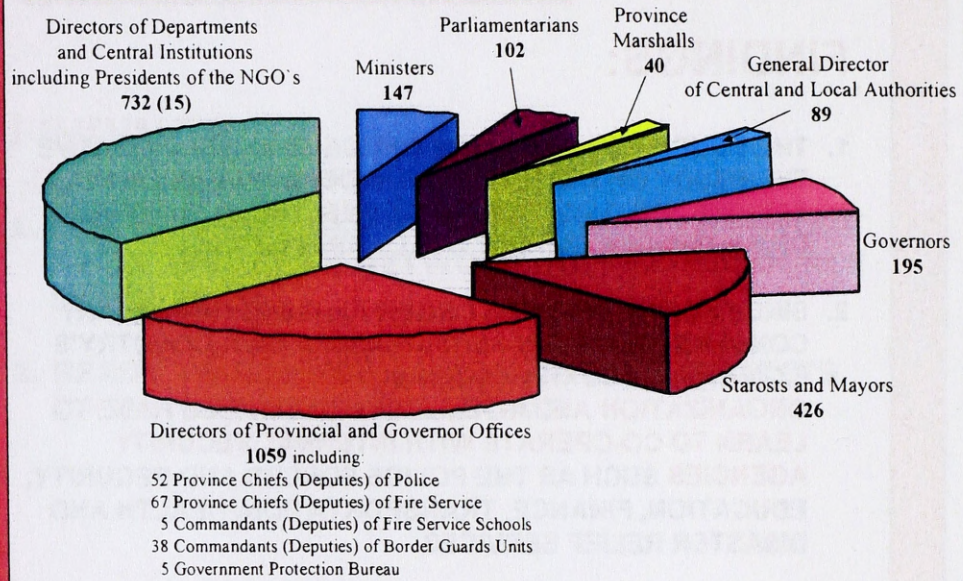
3. HIGHER DEFENCE COURSES ORGANISED BY NDU WARSAW FOR SENIOR OFFICIALS AND AUTHORITIES

Capt. (Navy) Piotr GAWLICZEK,
NDU Warsaw

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COURSES PARTICIPANTS/AUDIENCE



from 15 January 1995 till 13 February 2008

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AIMS AND TASKS



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PROGRAM OF HIGHER DEFENCE COURSES



TEACHERS, INSTRUCTORS AND ACADEMIC STAFF





LEGAL FRAMEWORK



FINDINGS:

1. HIGHER DEFENCE COURSES ARE VERY IMPORTANT FOR THEIR PREPARATION AND KNOWLEDGE ON THE MOST ACTUAL TRENDS IN ALL ASPECTS OF SECURITY AND DEFENCE SYSTEMS' EVOLUTION;
2. THE CONTENT OF THE COURSES IS ALWAYS ESSENTIAL TO UNDERSTAND PRACTICAL ASPECTS OF DUTIES RELATED TO REACTION TO THREATS AND CRISIS MANAGEMENT, NOT ONLY MILITARY KIND.





MAIN POINTS RAISED DURING DISCUSSION PERIOD OF THINKING PLATFORM II:

1. CHALLENGES OF „OLDER GENERATION” EXPLAINING THE NEW ENVIRONMENT THE OFFICERS HAVE TO WORK IN AND ADAPT TO
2. LEARN FROM REPRESENTATIVES OF THE COUNTRIES WHERE THE MISSIONS ARE PERFORMED
3. OFFICERS TRAINING IS BASED ON LONG TRADITIONS AND CHANGES MAY SOMETIMES BE DIFFICULT TO IMPLEMENT
4. ADL CANNOT SUBSTITUTE TEACHERS
5. HUMAN INTEROPERABILITY AND NETWORKS ARE CREATED IN THE „CLASSROOMS”

35



WAY AHEAD:

1. EXCHANGE OF VIEWS ON EXPERIENCES WITH COMPUTER BASED LEARNING AND ADL (**BALTDEFCOL PROPOSAL**)
2. TO ENHANCE OPEN PARTNERSHIP TO SHARE THE BURDENS ASSOCIATED WITH THESE CHALLENGES (**BALTDEFCOL PROPOSAL**)
3. TO FACILITATE COURSE PARTICIPANTS TO ENROLL IN ONLINE COURSES HOSTED AT OTHER DEFENCE ACADEMIES AND INSTITUTIONS (**BALTDEFCOL PROPOSAL**)
4. COURSES ON LESSONS LEARNED SHOULD TARGET WEAK SPOTS INSIDE THE ALLIANCE AS WELL AS AGAINST A COMMON ENEMY AND ASSIST THE PROCESS OF INTEGRATION OF ALL OF THEM, BOTH THOSE ADVANCED AND THE REST (**HELLENIC NDC PROPOSAL**)
5. HIGHER DEFENCE COURSES FOR CIVILIAN AUTHORITIES ARE AN IMPORTANT ELEMENT OF PROMOTION THE **COMPREHENSIVE APPROACH** (**NDU WARSAW**)

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NATIONAL DEFENCE UNIVERSITY

WARSAW, POLAND



**THANKS FOR
YOUR
ATTENTION!**

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DO WE OVEREDUCATE OFFICERS ?

MR. ALEKSANDER SKRZYPEK (POL CIV)

DEPARTMENT OF RESEARCH AND MILITARY EDUCATION
MINISTRY OF NATIONAL DEFENCE



OUTLINE



1. SYSTEM OF EDUCATION AND PROFESSIONAL TRAINING OF OFFICERS IN POLAND
2. SYSTEM OF EDUCATION OF CANDIDATES FOR SOLDIERS – OFFICERS
3. THE WORK TITLED „PROFESSIONAL PREPARATIONS OF PROFESSIONAL OFFICERS AND NON-COMMISSIONED OFFICERS” AND RESEARCH BY WOJCIECH HORYNIA
4. CONCLUSIONS



LAW ON HIGHER EDUCATION

**THE ORDER OF THE MINISTER OF SCIENCE AND
HIGHER EDUCATION QUALIFYING STANDARDS
FOR EACH FACULTIES AND LEVELS OF EDUCATION**

**THE SYSTEM OF PROFESSIONAL TRAINING OF
PERSONNEL IN POLISH ARMED FORCES**

OTHER ACTS



**IN ACCORDANCE WITH THE ORDER
OF THE MINISTER OF SCIENCE AND
HIGHER EDUCATION FROM 12 JULY
2007:**

**THE NUMBER OF HOURS OF
CLASSES, IN THE CIVILIAN SYSTEM,
SHOULD NOT BE FEWER THAN 3000.**

**NUMBER OF POINTS OF ECTS
(EUROPEAN CREDIT TRANSFER
SYSTEM) NOT LOWER THAN 300 IN A
TEN TERM OF MASTER DEGREE
CYCLE STUDIES**



**IN CASE OF GRADUATES OF COLLEGES OR
UNIVERSITIES, WITH A MASTER DIPLOMA,
THERE IS AN OPPORTUNITY TO GAIN AN
OFFICER'S RANK:**

-A TWELVE MONTH OFFICER'S STUDY

OR

-A THREE MONTH STUDY FOR POSTS



**THE OBLIGATORY SYSTEM OF MILITARY
EDUCATION HAS BEEN WIDELY ANALYZED BY
DOCTOR M. KLOCZKOWSKI THIS YEAR, AND HIS
RESULTS HAVE BEEN PUBLISHED IN THE WORK
TITLED:**

**„PROFESSIONAL PREPARATIONS OF
PROFESSIONAL OFFICERS AND NON-
COMMISSIONED OFFICERS“.**



THE SECOND ESSENTIAL ELEMENT OF OFFICERS' EDUCATION IS THE SYSTEM OF PROFESSIONAL TRAINING OF PERSONNEL IN POLISH ARMED FORCES.

ITS MAIN TARGET IS AN ASSURANCE OF OFFICIAL DEVELOPMENT CONDITIONS FOR PROFESSIONAL PERSONNEL.



THE FRAMEWORK OF THE SYSTEM, ONE HAS PREPARED 201 SPECIALIZED COURSES:

102 CONNECTED WITH PREPARATION TO TAKE A CONCRETE OFFICIAL POST,

17 CONDUCTED TO OBTAIN ADDITIONAL QUALIFICATIONS

82 ORGANIZED IN CASE OF CURRENT NEEDS.

IN THE ANALYZED PERIOD – OF 3 YEARS, ONE HAS STARTED ONLY 102 SPECIALIZED COURSES



**BECAUSE OF A NEED OF GREAT CHANGES,
CURRENTLY ONLY TWO KINDS OF COURSES
ARE BEING PLANNED**

- QUALIFYING**
- INSERVICE TRAINING**



SUMMARY:

- THE SYSTEM EXCEEDS FOR 1300-1400 HOURS**
- NEED OF WIDE COMPETENCES AND
INSTRUMENTAL DISPOSALS**
- MORE PRACTICAL PREPARATION**
- KNOWLEDGE ON INTERNATIONAL REALITIES**



SOME STATEMENTS IN THE CONTEXT OF PROFESSIONAL TRAINING:

- a) THE SYSTEM IS FAR TOO COMPLEX
- b) IS NOT FLEXIBLE ENOUGH ON IMMEDIATE NEEDS OF THE AF,
- c) IS TOO EXPENSIVE.

ON THE WAY AHEAD ONE SHOULD PAY ATTENTION AT SOME MISSING ISSUES:

- a) LACK OF A UNIFORM DATA
- b) A WELL-THOUGHT PLANNING OF PATHS DEVELOPMENT
- c) A QUALIFIED LEVEL OF KNOWLEDGE
- d) ADVANCED DISTANCE LEARNING (ADL) SYSTEM IN THE ARMED FORCES.



THANK YOU FOR YOUR ATTENTION!



ADL Links to Canadian IT&E Transformation

By
Lieutenant-Colonel Dave Kitchen
**Canadian Defence Academy HQ
Detachment (Ottawa)**

cda.dndlearnteam@forces.gc.ca

Kitchen.DW@forces.gc.ca



Framework for Brief

Learning Concepts and Experimentation Section CDA
Canadian Advanced Distributed Learning (ADL) Partnership Lab

- Organization/roles/resources
- Requirement for ADL
- DNDLearn (In service capability)
- Lab R&D Projects



Where we are today...

HR Civ

ARMY

CDA's Mission: "To champion Canadian Forces professional development and lifelong learning to enable operational success."

AIR FORCE

CANADIAN NAVY

NAVY

CDA's Vision: "A world leader in military professionalism, leadership and professional development, critical to the operational effectiveness of the Canadian Forces."

3

CANADIAN DEFENCE ACADEMY / ACADEMIE CANADIENNE DE LA DEFENSE
CDA HQ Detachment (Ottawa)

CMP/OPM

Strategic Pressures for IT&E Transformation

- Force expansion and pace of operations
- Whole of Government / inter-agency approaches
- Need to train military recruits and have them at operational units sooner
- Decrease emphasis on kinetic war: increase on network centric ops, Knowledge Mgt
- Need to rapidly relay lessons learned from the theatre of operations to schools; our IT&E System needs to be more responsive
- Ops are reducing availability of junior leaders (typically instructional cadre) and uniformed resources in general – need alternatives
- Require IT&E supporting: critical thinkers, decision makers, and leaders prepared to manage risk
- Competition for talent: need to enhance lifelong learning opportunities new Gen X: multi-taskers, net-savy, "connected"
- Need individual learning paths: flexible, modular, challenging
- Enhance program delivery and optimize resource utilization

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CANADIAN DEFENCE ACADEMY / ACADEMIE CANADIENNE DE LA DEFENSE
CDA HQ Detachment (Ottawa)

CMP/OPM



- ## Directorate of Learning Innovations - Learning Concepts & Experimentation Section Responsibilities & Resources
- Manage activities related to e-Learning – support to Army, Navy, Air Force, and civilian workforce;
 - Manage R&D into IT&E Technologies and DL;
 - Canadian Advanced DL Partnership Lab initiatives;
 - Operations & support (eg help desk) to users of DNDLearn;
 - e-learning development team for CDA units & external partners
 - Defence Learning Network Project - Deputy Project Director for military oversight;
 - Lead the Departmental Federated CoE for Distributed Learning
- CANADIAN DEFENCE ACADEMY ACADEMIE CANADIENNE DE LA DEFENSE
CDA HQ Detachment (Ottawa)
- CMP/CPM
- 6


NATO/PfP ADL Capabilities

CANADA

CANADIAN DEFENCE ACADEMY


STRENGTH THROUGH KNOWLEDGE




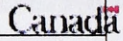
Name of unit	A part of what branch or unit	Number of employees	Has the unit A full complement (Y/N)	Describe any special resources such as pedagogy or technical	LMS Y/N	Content Development Capability	Access to any ADL tools
Canadian ADL Partnership Lab and R&D Facility	Chief of Military Personnel Canadian Defence Academy D2L Learning Concepts and Experimentation (LCE)	24	Y	Core team of Learning Consultants with ISD and Development skills 3 Core Areas Course Design and Dev Learning Applications R&D	Y D2L Moodle Illias Sakai	Y	Y


• ADL Lab has become an enabling tool as part of the larger Defense Distributed Learning Environment program
 • The Canadian CDA has been restructured and is looking for course based projects
 • The Lab is helping to collaborate on R&D projects - NATO/OSCE/EM Virtual Worlds, Serious Games, Learning Apps, Mobile
 • The existing (LCE) at will be moved to the Royal Military College this year and will take on an Academic focus
 • A separate Modeling and Sim Lab will be created in concert with our National Research Council and the Army

• Contact Info: Todd Butler
 Director Canadian ADL Partnership Lab
 SSO of Learning Concepts and Experimentation
 Canadian Defence Academy
 butler.william@cfda.crest.ca





NATO in
Defense



CDA DLSC / Canadian ADL Lab

- Applied learning Lab
- Center for Excellence in Trg./Ed. Software/Applications
- Accessible team of Learning Proj. Officers
- Standards and Project Support
- Joint R&D projects
- <http://www.armylearning.ca/cfda/index.htm>
- ADL Partnership Lab
 - Mod and Sim Co-Lab / ALSC
 - Academic Co-Lab



Are You Ready for e-Learning?

Challenge: How best to leverage web based technologies to support learning

CDA Encourages:

- Wide variety of e-Learning types (eg self-paced, instructor-led, EPSS, blends)
- Interoperability/Integration: Content & networking standards to link existing networks & applications
- Instructional Systems Design (ISD) process for course development
- Sharing best practice – case studies of outstanding initiatives



Strategic R&D Themes



- Internet drives access & interoperability standards (SCORM, CORDRA, open source)
- Repurpose, share content for ROI (ADL-Registry, DNDLearn Learning Project Registry, repositories)
- Electronic Performance Support Systems
- Simulation
- Gaming
- On-line instructor-led courses and links to Informal Learning (eg Communities of Practice)





Reuse Existing Content

Problem:

Canada Customs and Revenue Agency developed course: "Learning Through Self Study" in SCORM. Not loaded on our DND Learn. Not currently possible to toggle between French/English. Potential for reuse into another larger course.

Research Questions:

Can course be efficiently integrated with DND Learn?
Can course be reused as a module to another existing course?

Pay Off:

Content Sharing: Course soon available for DND Employees – at no "direct" cost. Could be integrated into larger course on "How to be an effective on-line learner", Improving it.

Status:

DNDLearn integration complete & content available to students. Currently exploring integration into larger existing course.

See course description at: http://hr.d-ndhq.dnd.ca/hrciv/dglpd/en/home_e.asp?reference=110140013



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Electronic Performance Support Systems

Issue:

EPSS touted as key component to ADL CAF investigating link with IETM's (S1000D std) and trg (SCORM std) with School technician trg (Herc propeller) 3-D modelling expensive but impressive

Research Questions:

What is current state of art in DND & external org's?
What are best practice/LL?
What is cost/benefit analysis?
Tech issues with distributing via DNDLearn & S1000D integration?




Pay Off

- Guidance for Increasing EPSS in WBT
- Increased course quality
- Increase reuse/save \$
- Increase JIT Performance Support




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Simulation



Issue:
Many applications suggest Desktop sims offer improved learning outcomes via: interaction, real world context, engaging media



Research Questions:
What is current state of art in DND & external organizations?
What are best practice/Lessons Learned?
What is cost/benefit analysis?
Tech issues with Distributing via DNDLearn?




Pay Off


- Guidance for increasing simulation in Web Based Training
- Increased course quality
- Decrease need for Instructors

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CDA HQ Detachment (Ottawa)



Simulation




The DARPA Tactical Language Training Project


Language and gesture exercises culminating in simulated missions

Learner speaks for, and chooses gestures for on-screen avatar. Other characters respond automatically.


System tracks learner proficiency and adapts character behavior accordingly.

Authoring and machine learning tools help with the creation of new modules







“Serious” Games




Issue:
Increased interest in gaming given MTV Generation & new tech
Power/popularity of multiplayer on-line games
But lit review suggests evidence is anecdotal – need for rigor in evaluations

Pay Off:
Increase in quality, engaging content, and learning outcomes.
Guidance to avoid inappropriate apps


Research Questions:
How can game based learning enhance IT&E?
Do new standards, ease of authoring, and open source gaming engines make this tech affordable?
How to connect gaming networks to LMS's

Plan:
Review Allies evidence, eg: America's Army DARWARS, Australian studies
Review DND case studies eg: Steel Beasts @ Army trg center
Capture LL/best practice and generate guidance with Service's




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CDA HQ Detachment (Ottawa)




CMP/CPM

Instructor-Led Courses Computer Supported Collaborative Learning (CSCL)



Problem:
Much e-learning is really just “e-reading”
CSCL – typically described as online “syndicate work”
Can improve teamwork and critical thinking skills, allowing diverse perspectives to solve complex problems, and utilizing workplace based information technologies to improve performance on the job.

Pay Off:
Guidance on how best to apply this learning strategy, and what its impact may be on organizations
Increase use of Communities of Practice, wiki's & blogs for performance support
Decrease in formal class time – save \$




Research Questions:
How do training technology managers experienced in CSCL implementations say it is best used to support public servant's professional development?
What are Lessons learned and best practice?

Plan:
Capture case study data from:
Army: 3 training courses;
CDA: professional military education program;
Support Trg: DL Instructor Course, DL Training for Managers Course
Navy: jr offr course
Status: Report - Dec 08
Engain in guidance docs

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CANADIAN DEFENCE ACADEMY / ACADEMIE CANADIENNE DE LA DEFENSE
CDA HQ Detachment (Ottawa)



CMP/CPM



Questions?



LCol Dave Kitchen,
Kitchen.DW@forces.gc.ca
ADLnet.org




Language Support to Operations



Maj Shaun Sutcliffe AGC (ETS)
SO2 Learning Tech Policy



The older man gets out. He seems friendly, but moves up very close and speaks in the soldier's face, waving his hands.



To be replaced by video

Resources

- Body Language
- Talking to Iraqis
- Attitudes to Women

1 2 3 4 5 menu

What should the soldier do? OK

Step back

This means the Iraqi's up to something, particularly if he's talking loudly. It's best to keep his distance.

Hold his position


This is normal for the man. If the soldier steps back, it might cause offence.

Use a hand to maintain distance

This probably means the soldier is being threatened. He mustn't step back, but must keep his distance. So a firm hand gesture is best.

Not sure which to choose? Use the Resources.

The soldier holds his position.



To be replaced by video

Resources

- Body Language
- Talking to Iraqis
- Attitudes to Women

1 2 3 4 5 menu

Hold position? Yes!

- That's probably the best thing to do here. Unless you're aware of a specific danger, stepping back or maintaining your distance is usually not the best thing to do. Iraqis often stand very close to each other.
- Iraqis also touch each other more than we do during conversations; this is quite normal to them.
- This may feel uncomfortable and unnatural to us, but it's usually not threatening.
- Iraqis use a lot more gestures than we do; don't be distracted by them.
- It's not a good idea to push people away with a hand, particularly not your left hand.

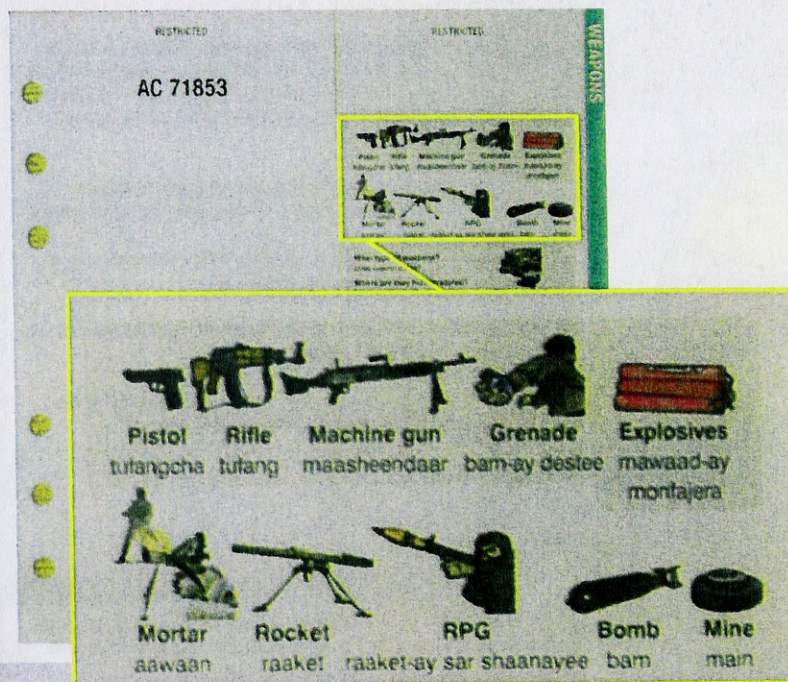
Learn more Have a look at the Resources links so you'll know how to handle this kind of situation for real.

Requirement



Mobile Learning

Language Training



Mobile Learning

Language Training



Pistol

musadis

مسدس

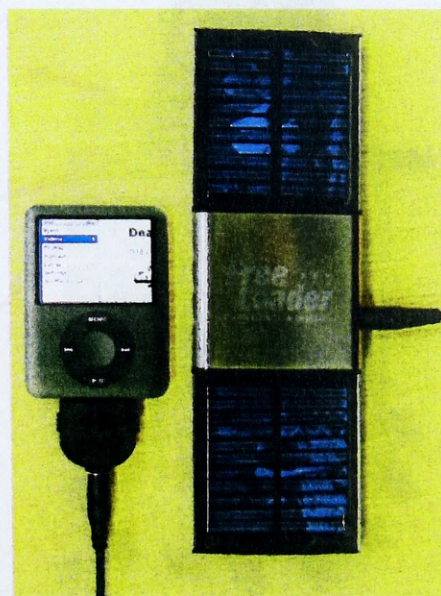
Iraq Language Revision v1.0

DS13276

Mobile Learning

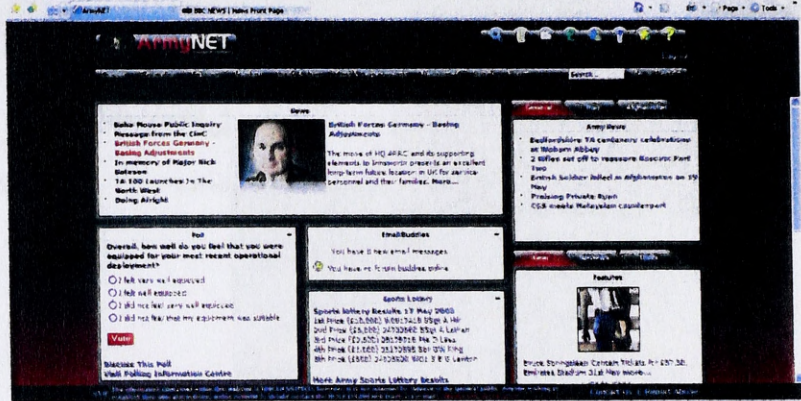
Operational Trial

- Op UEOs issued
- Trial deploying on:
 - Telic - 30 Jan 08
 - Herrick - 28 Feb 08
- Post trial evaluation
- Further potential



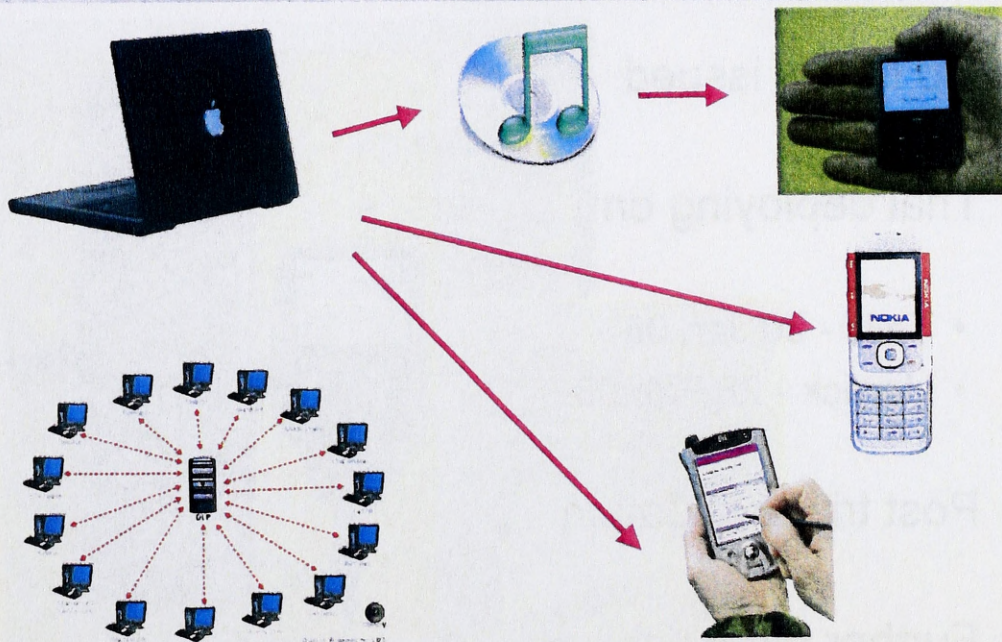
Mobile Learning

Content Creation



Mobile Learning

Content Creation Options



Mobile Learning

Further Uses

The screenshot shows the videojug website interface. At the top, there is a search bar and navigation links for Home and Discussions. Below that is a category menu with options: Food & Drink, Love & Sex, Beauty & Style, Sports & Fitness, Health, Leisure & Hobbies, and Technology. The main content area features a video player titled "How To Fold A T-Shirt In 2 Seconds" by user "bondabe". The video player includes a play button, a progress bar, and a timestamp of 00:05/00:26. To the right of the video player is a "Related" section with four video thumbnails and titles: "Fold A T-Shirt In 2 Seconds - Explained", "Read Someone's Mind With A Deck Of Cards", "Make Your Breasts Look Bigger", and "Crack A Whip Like Indiana Jones".



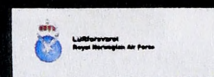
Mobile Learning

Questions

The image shows the "E-Learning in the British Army" logo at the top. Below the logo is a grid of seven images. The top-left image is a green square with the text "E-Learning Programme" and "where you need to learn anytime, anywhere...". The other images in the grid include a blue square with a question mark, a green square with a question mark, and a green square with a question mark. The bottom-right image is a green square with a question mark and a small logo in the bottom right corner.

Mobile Learning

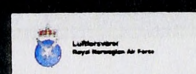
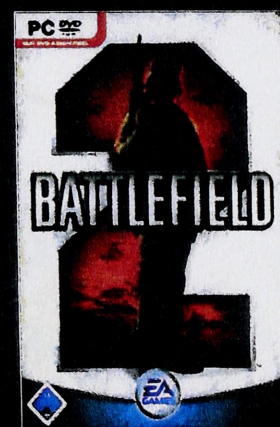
Use of Battlefield 2 in Basic Military Training



Pilot-project "Gaming"

The Air Force Training Center Kjevik is chosen by NoD ADL Section / Norwegian Education Command as partner and pilot-unit, in the practical assessment of games used in military education.

Battlefield 2 is chosen to be the game platform tested by the project.



Platform Possibilities

- Fully operational platform
- Scenarios, games and maps on own server
- Training in a controlled environment using manuscript.
- Up to 64 players.
- Record function.
- Single player mode or squad.
- Low cost; off the shelf.



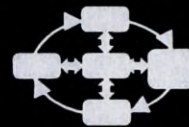
Training Approaches

- Leadership
- Decision-making
- Planning and orders
- Communications
- Ethics, laws and conventions
- Rules of Engagements

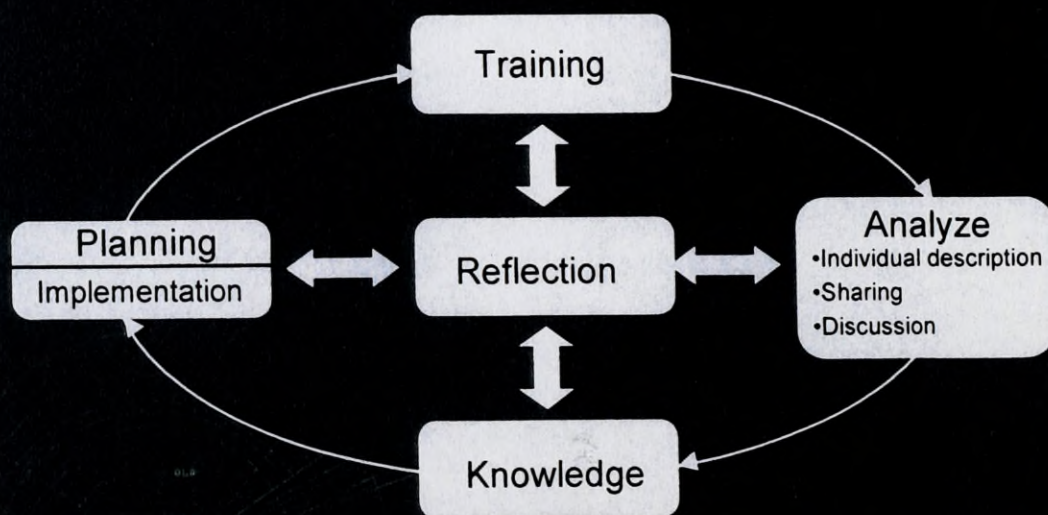


Pedagogical Approach

- Reflection based training facilitated by instructors.
- Every training task has dedicated scenarios with different chain of events.
- Role play based on manuscript.

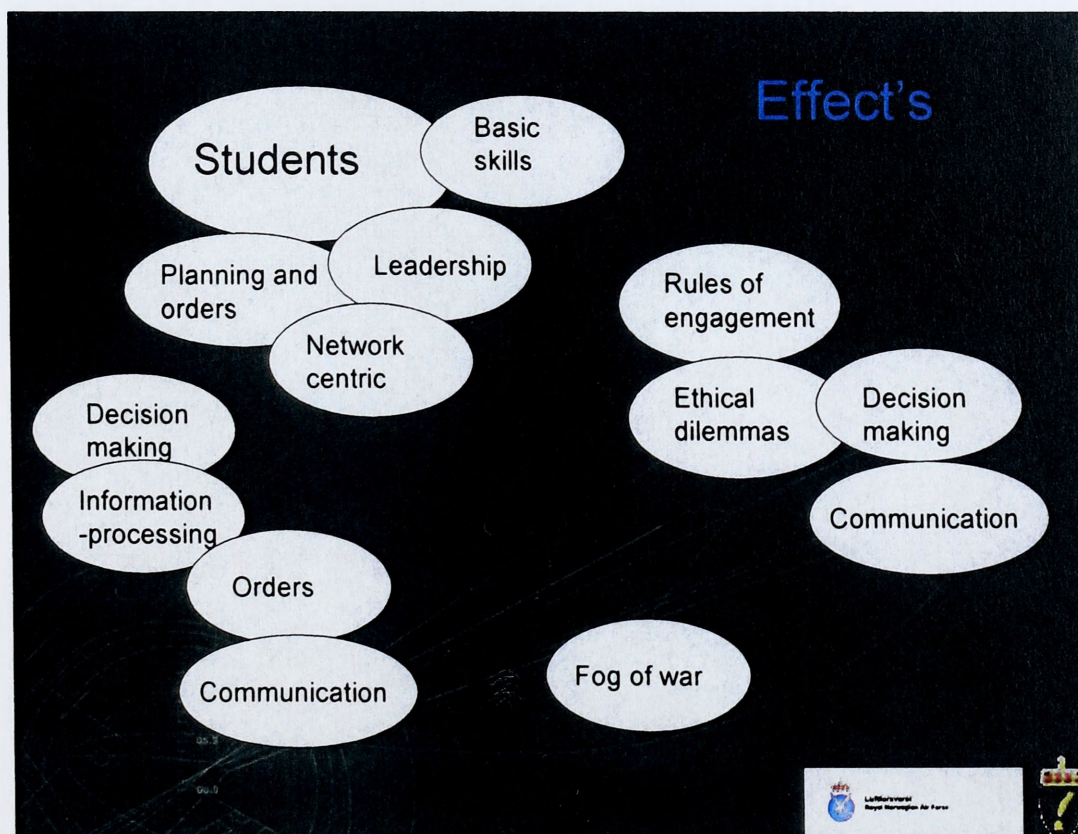


Reflection Model



The Gamers In This Pilot

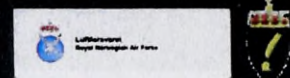
- Age between 18-49 years
- Students at the RNoAF officers' training school
- Gaming experience varying from expert to novice
- Diverse military branch backgrounds and competence



Lessons Learned

Pro's:

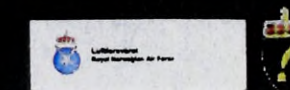
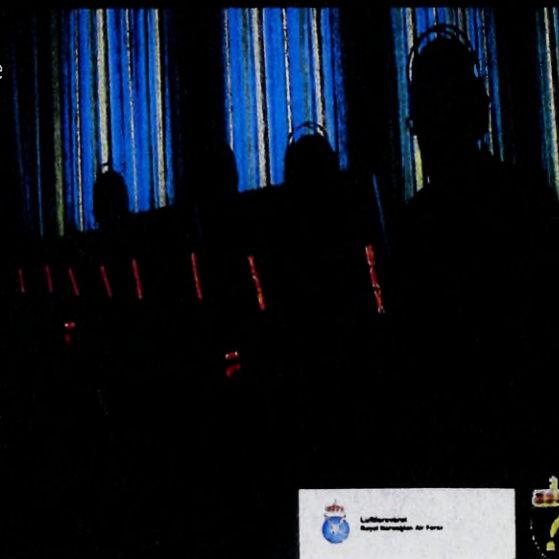
- Repeatable training scenarios.
- Low entry threshold for students.
- New area for training.
- Network centric arena
- Flexible platform allowing multiple scenarios
- Good overview for instructors
- Freeze function



Lessons Learned

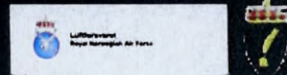
Con's:

- Instructor demanding
- Communications over VoiP
- Only three "actions" in the game
 - movement
 - observe
 - use of weapons
- Time consuming
- Nordic environment and equipment not present
- Squad limitation when complex cases
- Squad sizes too small
- Only two forces; friend or foe.



Student Comments

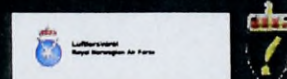
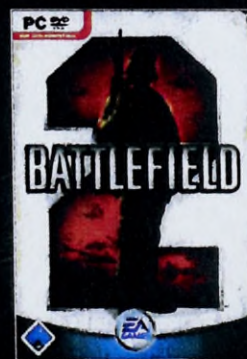
- The excitement present. The planning and execution were good. The cases were good.
 - The cooperation was improved, we got an insight into how it could be in the real world.
 - The seriousness.
 - The communication system was a drawback, try to use an external communication system next time.
 - Maybe a bit reduced side view, a bit narrow area of view.
 - In my opinion it was a good way to practice to be a team leader and to make decisions.
-
- It's hard not being able to shoot



Many possibilities within gaming. Many of the students found gaming very motivating. It is possible to train difficult cases and scenarios.

Battlefield 2 has some limitations, such as communications and squad sizes. Still, we can train basic military skills on this platform with reasonably good outcome.

The gaming-project will continue, both with Battlefield 2, as well searching for other games and platforms suitable for military training.



End of Brief

